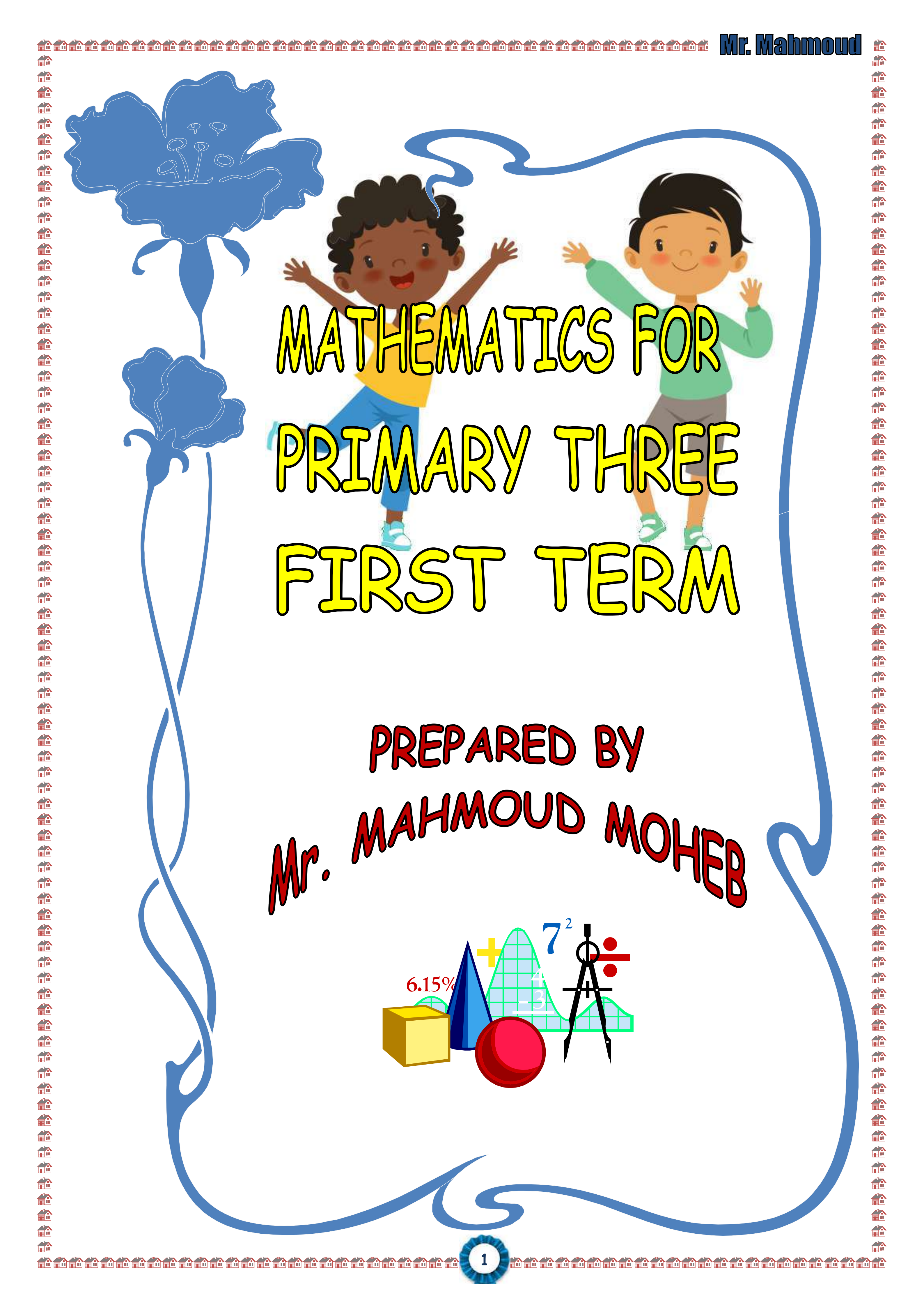


MATHEMATICS FOR PRIMARY THREE

FIRST TERM

PREPARED BY

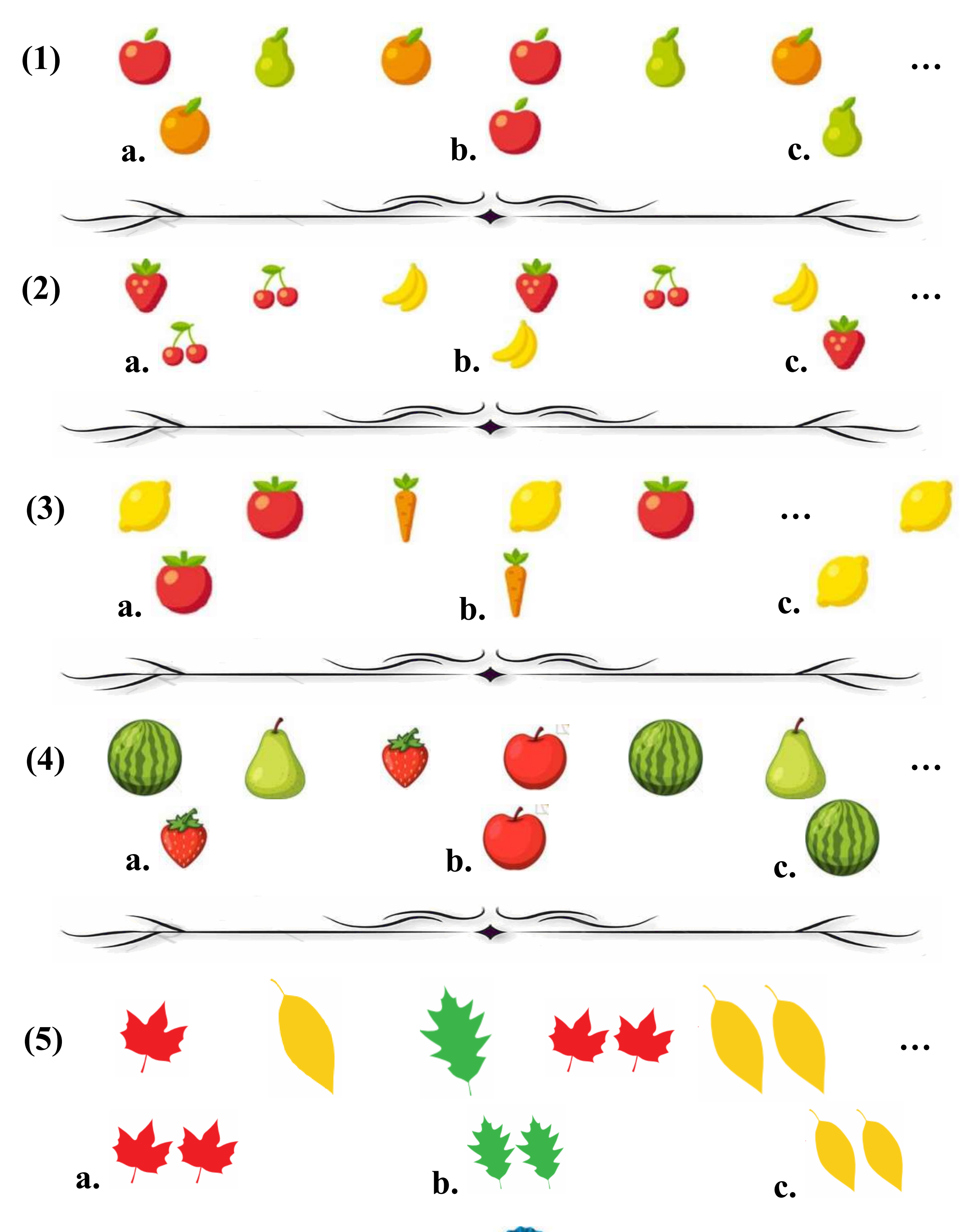
Mr. MAHMOUD MOHEB


Name :
School :
Grade :
Class :
Teacher's name :

Chapter One

1 THE PATTERN

Choose the correct answer:


(1) ...
a. b. c.

(2) ...
a. b. c.

(3) ...
a. b. c.

(4) ...
a. b. c.

(5) ...
a. b. c.

Choose the correct answer:

(1) 10 20 30 40 50 60 ...

a. 50 b. 20 c. 70

(2) 5 10 15 20 25 30 ...

a. 35 b. 40 c. 45

(3) 2 4 6 8 10 12 ...

a. 13 b. 14 c. 15

(4) 20 30 40 50 60 70 ...

a. 71 b. 75 c. 80

(5) 21 22 23 24 25 ...

a. 20 b. 26 c. 30

(6) 1 3 5 7 9 ...

a. 10 b. 11 c. 12

(7) 34 44 54 64 74 ...

a. 75 b. 76 c. 84

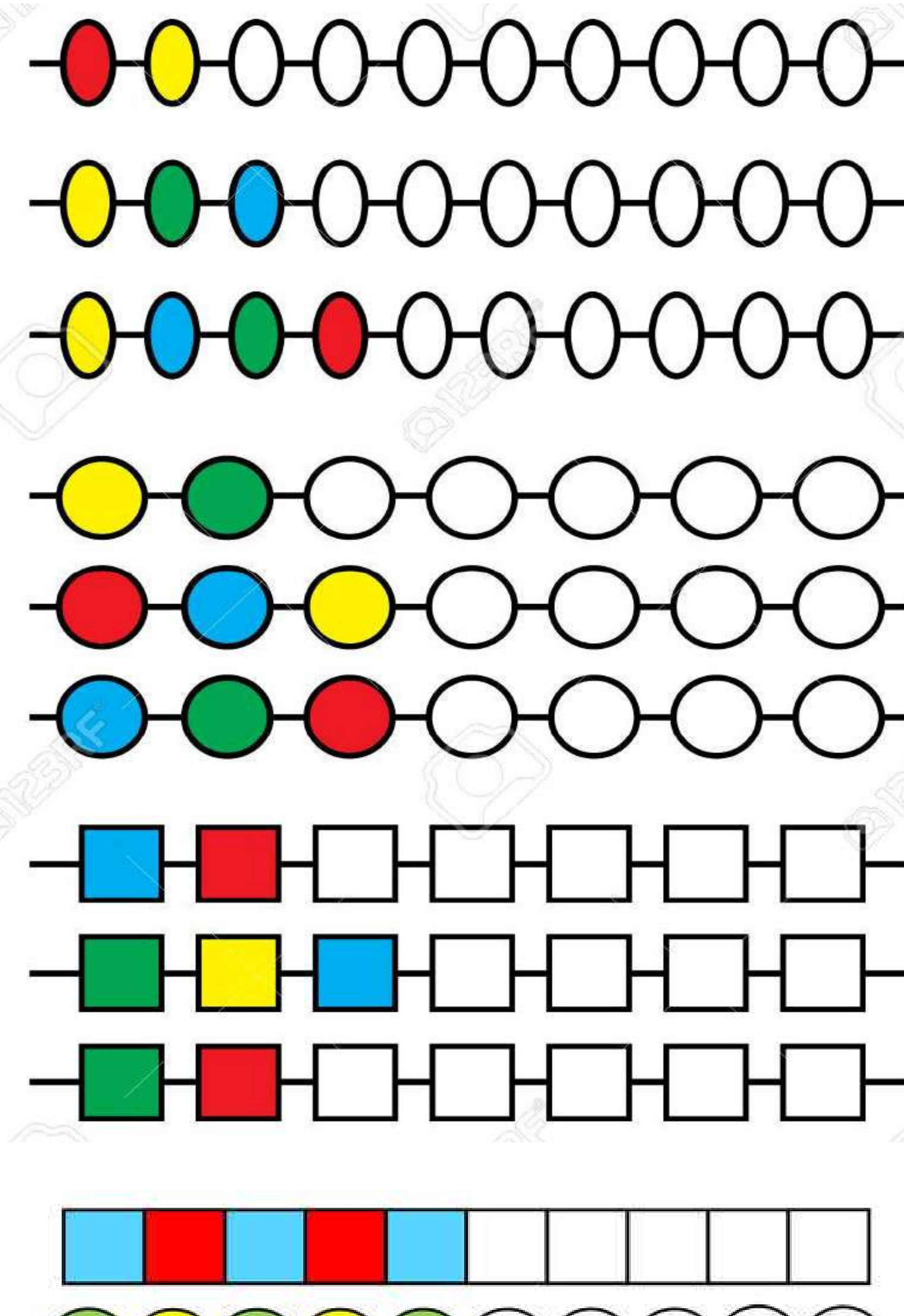
(8) 90 80 70 60 50 ...

a. 60 b. 40 c. 20

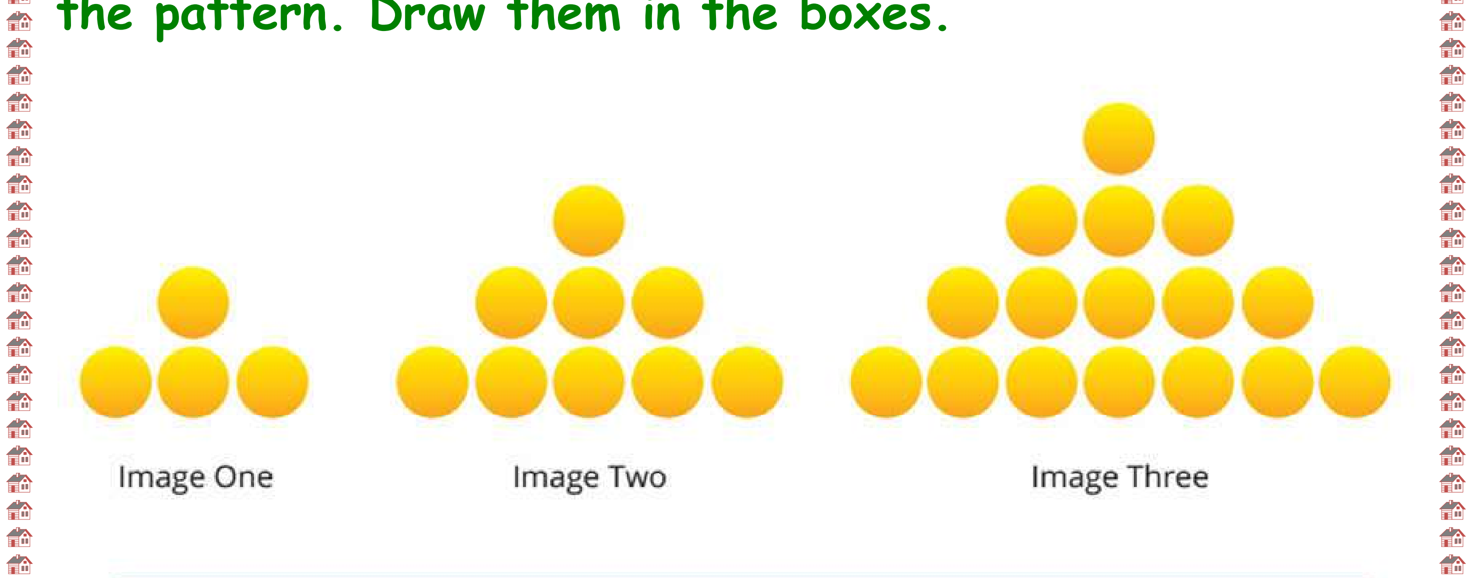
(9) 71 61 51 41 31 ...

a. 21 b. 22 c. 23

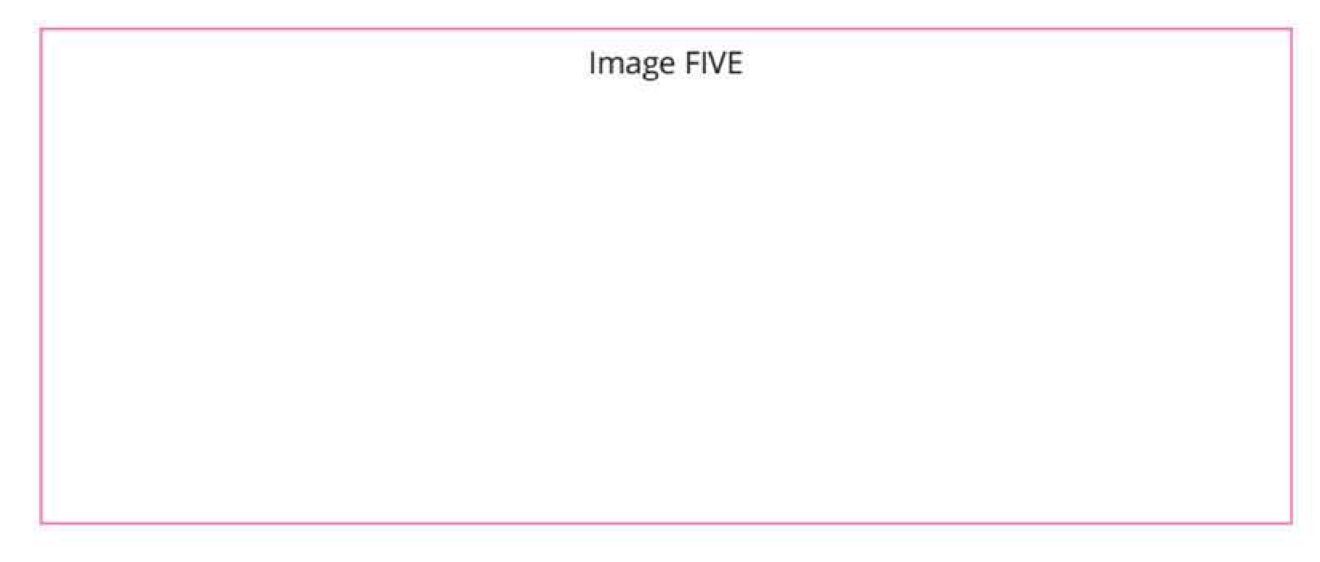
Complete the pattern using colors:



Look at each dot image. Build each image using counters. What is the pattern? Figure out the next two images in the pattern. Draw them in the boxes.







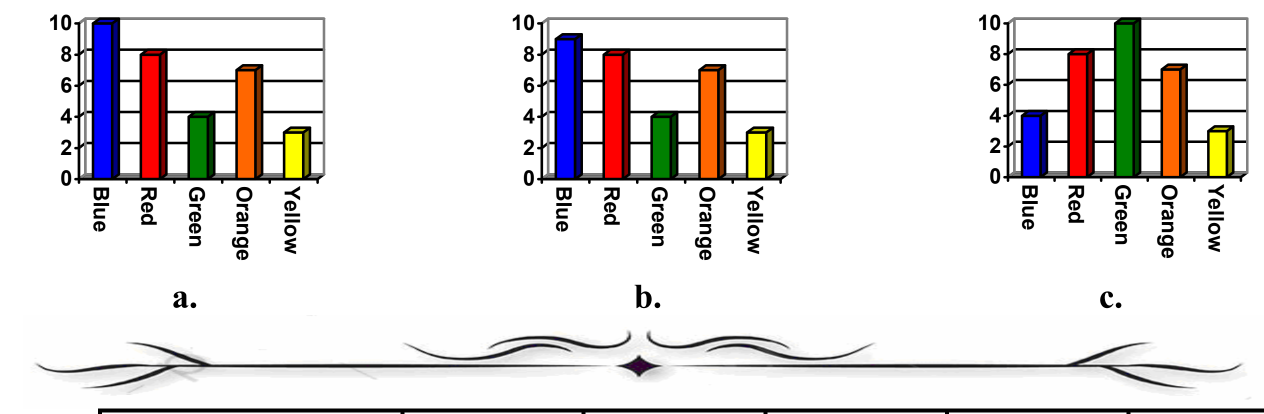
Can you predict how many counters in the 10th image? ...

2 REPRESENTING DATA

Choose the correct bar graph:

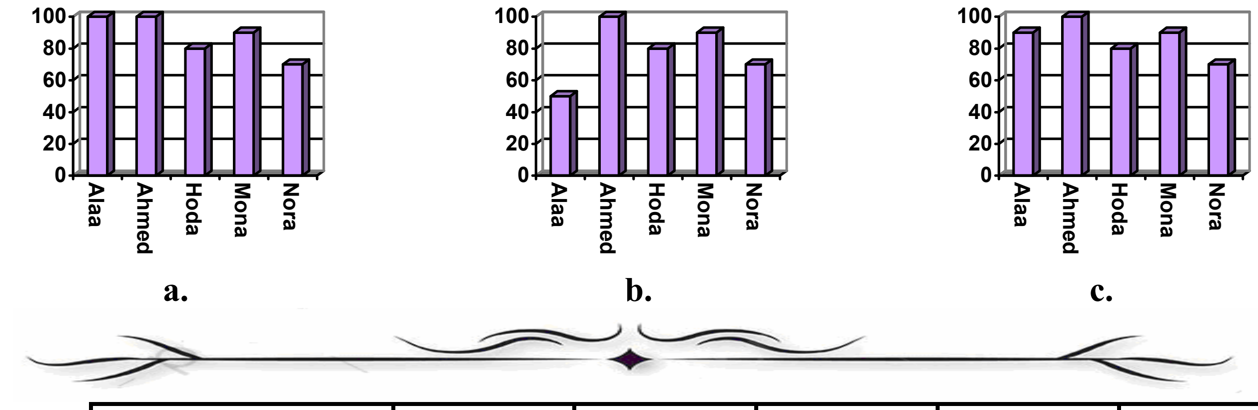
(1)

Favorite color	Blue	Red	Green	Orange	Yellow
No. of students	10	8	4	7	3



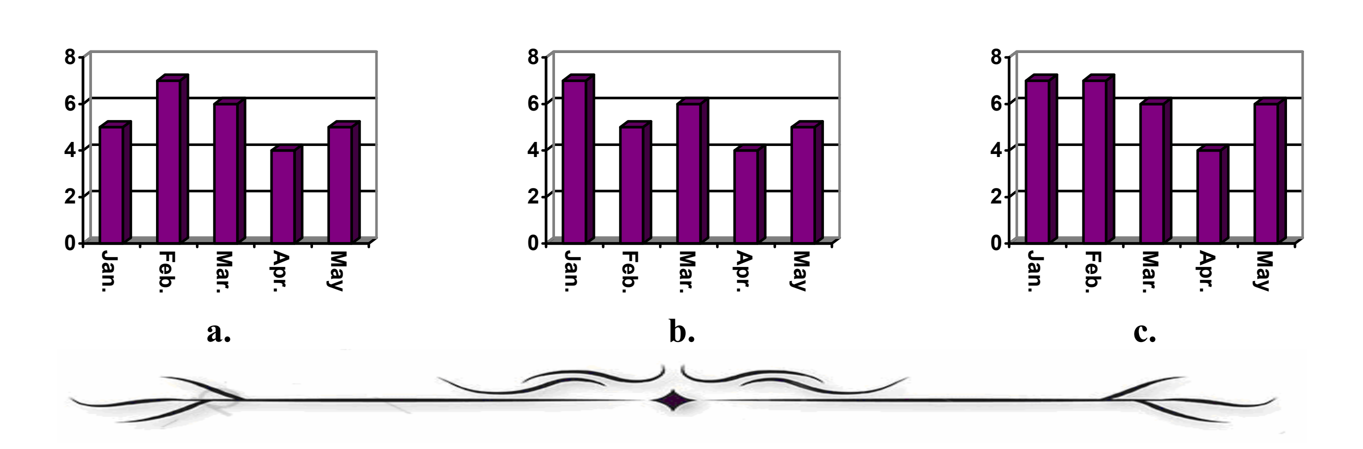
(2)

Name	Alaa	Ahmed	Hoda	Mona	Nora
Marks	90	100	80	90	70



(3)

Month	Jan.	Feb.	Mar.	Apr.	May
Points	7	5	6	4	5



LINE PLOTS

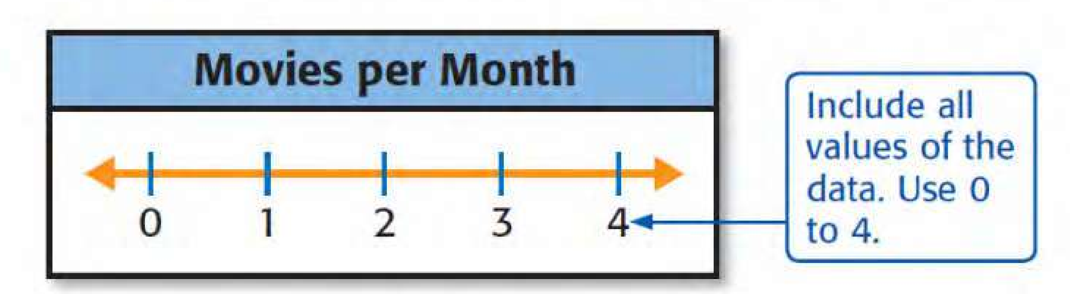
Antoine surveyed his friends to find out how often they went to a movie theater. The table shows the results.

Movies Per Month			
Zack 0	Carla 1	Grace 2	Ivan 1
Ricardo 1	Nina 2	Betty 0	Tama 1
Latisha 2	Kelley 1	Gabe 4	Ademo 1
David 0	Judie 1	Drew 1	Lauren 3

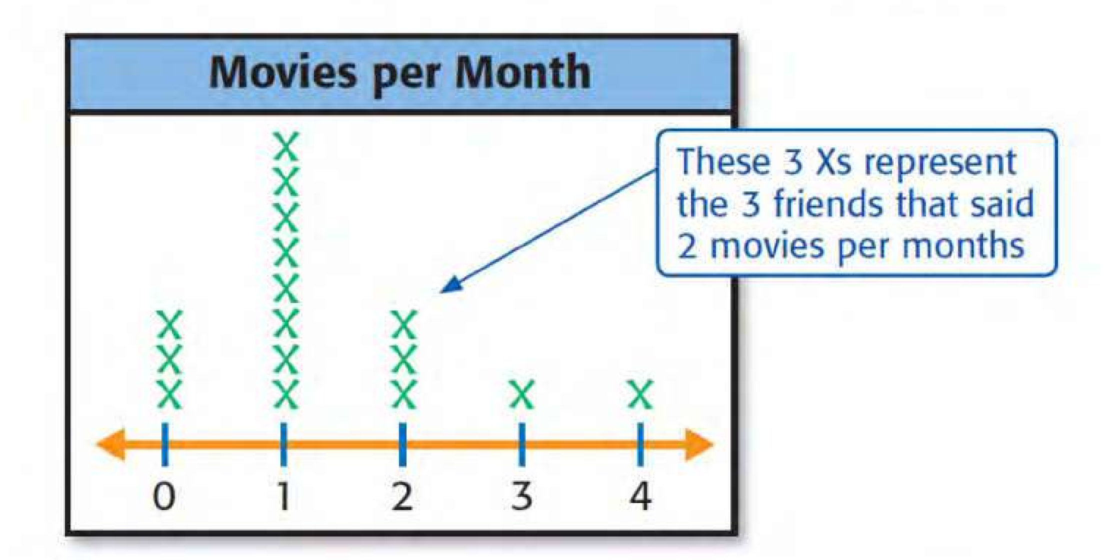
Make a Line Plot

MOVIES Make a line plot for the survey results.

Step 1 Draw and label a number line. Include all values of the data. Give it a title that describes the data.



Step 2 Draw an X above the number for each response.



Display each set of data in a line plot:

Third-Grade Shoe Size			
Jose 2	Ana 4	Julia 8	Martin 3
Lin 6	Tanya 5	Ronaldo 3	Cheye 4
William 4	Cole 5	Nat 4	Gabriel 5

Shoe size

Size	Tally	Number
2		....
3		....
4		....
5		....
6		....
8		....

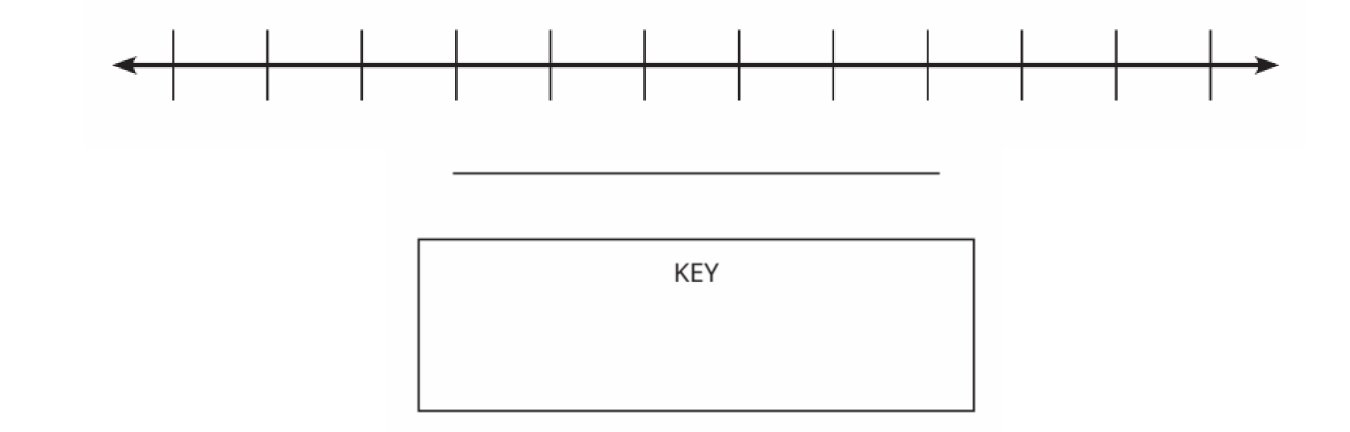
____

____

KEY

Weekly Time Spent on Homework	
Time (hours)	Tally
8	𝍷𝍷𝍷
9	𝍸 𝍷
10	𝍸
11	𝍸 𝍷𝍷𝍷

____



KEY

Use the data in the table to make a line plot.

How Many Shirts Were Sold at Each Price?	
Price	Number Sold
$11	1
$12	4
$13	6
$14	4
$15	0
$16	2

$11 $12 $13 $14 $15 $16

How Many Shirts Were Sold at Each Price?

1. How many shirts sold for $12?

____

2. How many shirts were sold for $13 or more?

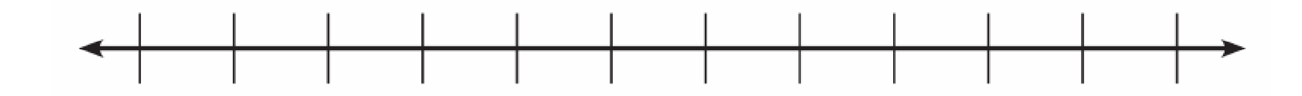
____

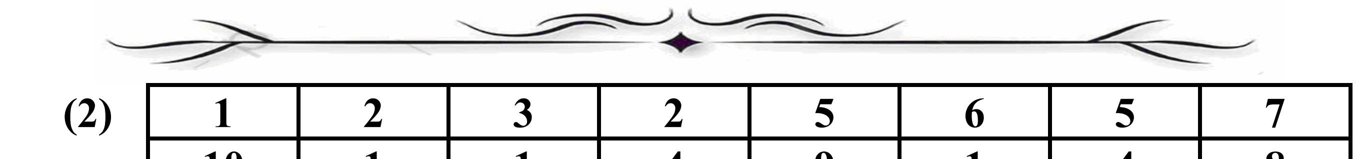
Exercises

Create the line plot using the set of given numbers:

(1)

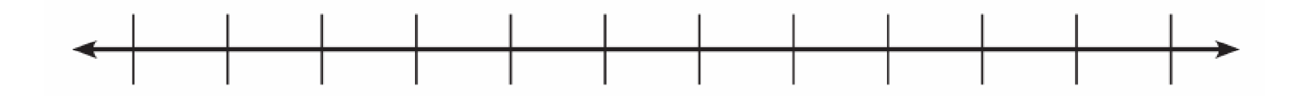
5	6	4	7	8	9	8	7
6	5	4	4	5	4	4	6





(2)

1	2	3	2	5	6	5	7
10	1	1	4	9	1	4	8





(3)

20	22	22	23	23	23	23	24
25	26	27	28	28	28	29	29

3 MEASURING LENGTH

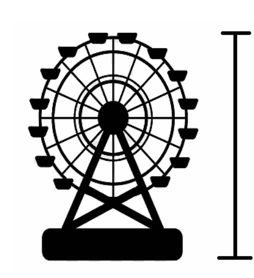
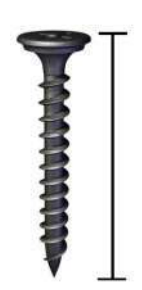
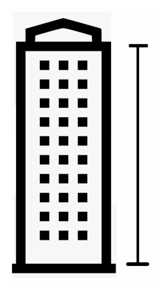
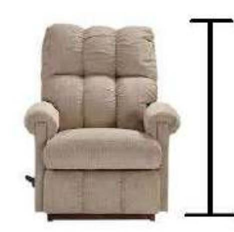
Complete the table:

No.	Bars	length
(1)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(2)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(3)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(4)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(5)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(6)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(7)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(8)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(9)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm
(10)	1 2 3 4 5 6 7 8 9 10 11 12 13	...... cm

Look at the images below, and then complete the table:

IMAGES	METERS OR CENTIMETERS?

Choose the best answer:

(1) Ferris Wheel	(2) Screw	(3) Building
		
a. 30 centimeters b. 5 meters c. 20 meters	a. 20 centimeters b. 1 meter c. 3 centimeters	a. 300 centimeters b. 3 meters c. 30 meters
(4) Flash Memory	**(5) Horse**	**(6) Key**
		
a. 6 centimeters b. 30 centimeters c. 20 centimeters	a. 90 centimeters b. 2 meters c. 30 centimeters	a. 15 centimeters b. 5 centimeters c. 1 meter
(7) Notebook	**(8) Recliner**	**(9) Can of Beans**
		
a. 15 centimeters b. 5 meters c. 25 centimeters	a. 30 centimeters b. 1 meter c. 50 centimeters	a. 120 centimeters b. 3 meters c. 10 centimeters

Choose the suitable answer:

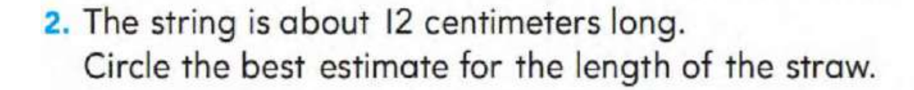
1. The yarn is about 5 centimeters long. Circle the best estimate for the length of the crayon.

10 centimeters

15 centimeters

20 centimeters

2. The string is about 12 centimeters long. Circle the best estimate for the length of the straw.

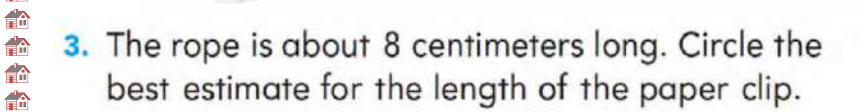


3 centimeters

7 centimeters

11 centimeters

3. The rope is about 8 centimeters long. Circle the best estimate for the length of the paper clip.

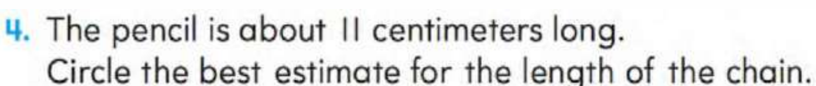


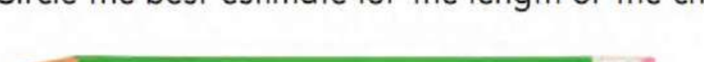
2 centimeters

4 centimeters

8 centimeters

4. The pencil is about 11 centimeters long. Circle the best estimate for the length of the chain.





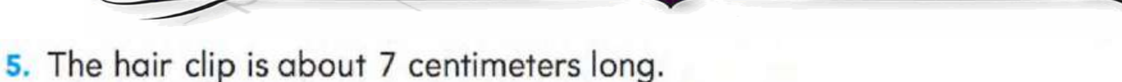
6 centimeters

10 centimeters

13 centimeters



5. The hair clip is about 7 centimeters long. Circle the best estimate for the length of the yarn.

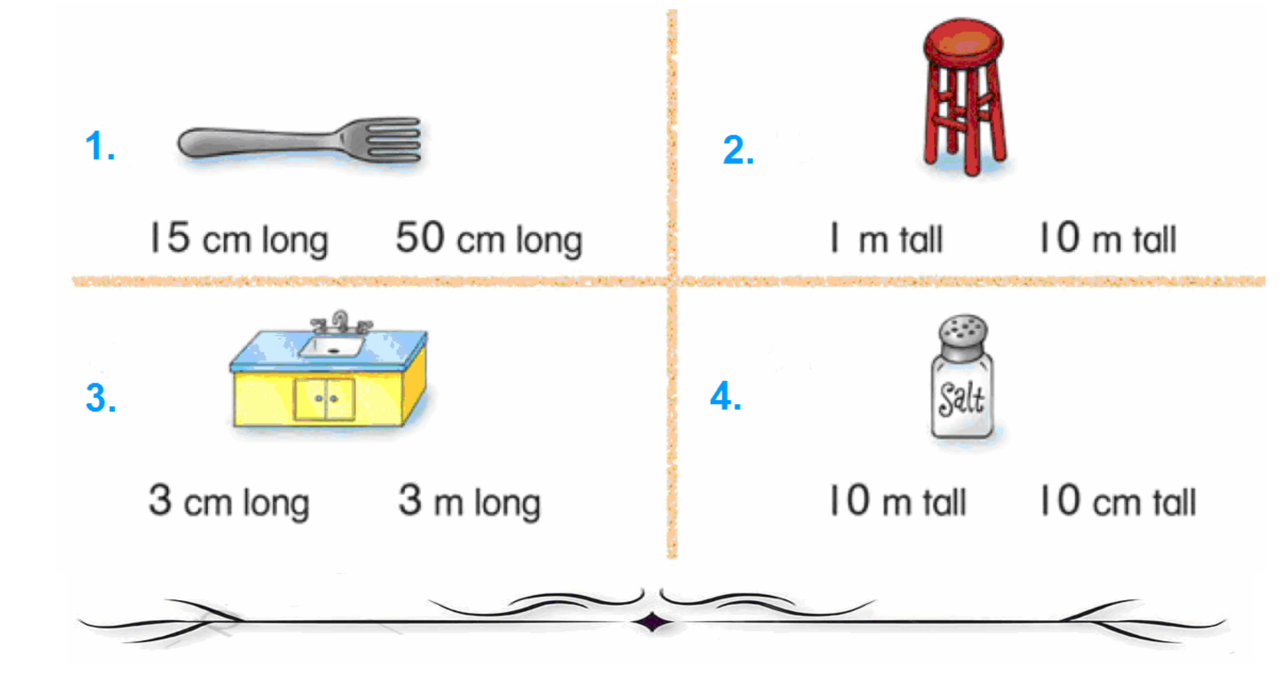


10 centimeters

17 centimeters

22 centimeters

Circle the better estimation:



Estimate the length then complete:

Find the real object.	Measure.
chair	______ centimeters ______ meters
teacher's desk	______ centimeters ______ meters
wall	______ centimeters ______ meters

Chapter Two

1 THOUSANDS

Write the correct number:

Thousands	Hundreds	Tens	Ones	The number
				2354
				....
				....
				....
				....
				....

The value and the place value



Write the value and the place value of the red digit:

The number	The place value	The value
245 136	Thousands	5 000
368 132	....	....
703 201	....	....
300 109	....	....
623 871	....	....
36 950	....	....
79 456	....	....
9 234	....	....
652 348	....	....
14 369	....	....
258 963	....	....
1 965	....	....
700 000	....	....
150 000	....	....
784 596	....	....
451 263	....	....
102 000	....	....

Complete the Table:

Standard form	Expanded form
245 136 =	200 000 + 40 000 + 5000 + 100 + 30 + 6
368 132 =	....
703 201 =	....
300 109 =	....
623 871 =	....
36 950 =	....
79 456 =	....
9 234 =	....
3 001 =	....
.... =	600 000 + 50 000 + 2 000 + 300 + 40 + 8
.... =	10 000 + 4 000 + 300 + 60 + 9
.... =	200 000 + 8 000 + 900 + 3
.... =	1 000 + 900 + 60 + 5
.... =	700 000 + 200 + 4
.... =	100 000 + 50 000 + 90
.... =	20 000 + 900 + 8
.... =	600 000 + 20 000 + 3000

Complete using (<), (>) or (=):

23 456 ◯ 33 456	34 901 ◯ 21 479
10 478 ◯ 9 876	124 200 ◯ 321 100
987 143 ◯ 976 143	801 900 ◯ 800 000

65 243 ◯ 60 000 + 5000 + 200 + 40 + 3

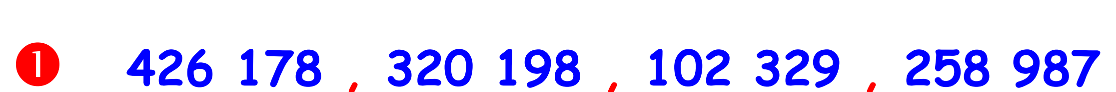
32 469 ◯ 90 000 + 1000 + 400 + 60 + 9

93 241 ◯ 800 000 + 20 000 + 300 + 20 + 1

503 236 ◯ 500 000 + 3000 + 200 + 30 + 7

600 500 ◯ seven hundred thousnd

Order from smallest to greatest: ↑



❶ 426 178 , 320 198 , 102 329 , 258 987

.... , ... , ... , ...

❷ 536 279 , 92 358 , 120 350 , 471 084

.... , ... , ... , ...

❸ 321 273 , 900 000 , 400 329 , 200 900

.... , ... , ... , ...

❹ 321 957 , 91 300 , 85 618 , 300 987

.... , ... , ... , ...



Order from greatest to smallest: ↓

❶ 426 178 , 320 198 , 102 329 , 258 987

.... , ... , ... , ...

❷ 536 279 , 92 358 , 120 350 , 471 084

.... , ... , ... , ...

❸ 321 273 , 900 000 , 400 329 , 200 900

.... , ... , ... , ...

❹ 321 957 , 91 300 , 85 618 , 300 987

.... , ... , ... , ...

2 ARRAYS





Number of rows: ......

Number of apples in each row: ......

Total number of apples: ......



Number of rows: ......

Number of cupcakes in each row: ......

Total number of cupcakes: ......



Number of rows: ......

Number of biscuits in each row: ......

Total number of biscuits: ......



Number of rows: ......

Number of donuts in each row: ......

Total number of donuts: ......



Number of rows: ......

Number of cupcakes each row: ......

Total number of cupcakes: ......



Number of rows: ......

Number of mangoes in each row: ......

Total number of mangoes: ......



Number of rows: ......

Number of eggs in each row: ......

Total number of eggs: ......

Number of rows: ......

Number of donuts in each row: ......

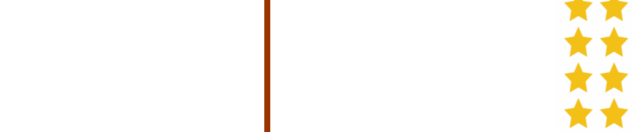
Total number of donuts: ......



Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......

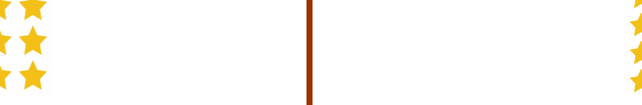


Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......





Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......



Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......





Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......



Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......





Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......



Number of columns: ......

Number of stars in each column: ......

Total number of stars: ......

Example:

Example:   

Repeated Addition (+) $3 + 3 + 3 = 9$

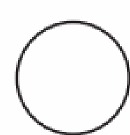
Multiplication (×) $3 \times 3 = 9$

Comparison 9 (My product) $<$ 15 (Partner's product)

Round One:

Repeated Addition (+)

Multiplication (×)

Comparison ______ (My product)  ______ (Partner's product)

Round Two:

Repeated Addition (+)

Multiplication (×)

Comparison ______ (My product) ______ (Partner's product)



Round Three:

Repeated Addition (+)

Multiplication (×)

Comparison ________ ◯ ________

(My product) (Partner’s product)

Round Four:

Repeated Addition (+)

Multiplication (×)

Comparison ________ ◯ ________

(My product) (Partner’s product)

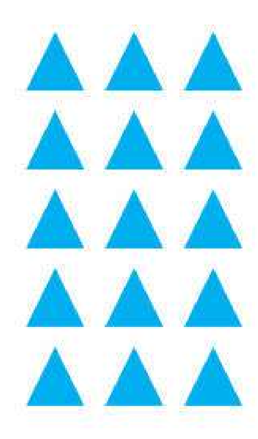
Round Five:

Repeated Addition (+)

Multiplication (×)

Comparison ________ ◯ ________

(My product) (Partner’s product)

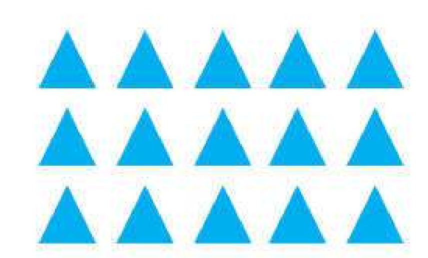


Number of rows: ________

Number of columns: ________

Total number of triangles: ________

________ × ________ = ________
rows columns product



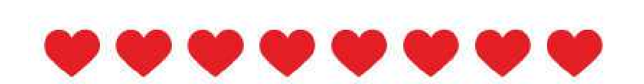
Number of rows: ________

Number of columns: ________

Total number of triangles: ________

________ × ________ = ________
rows columns product



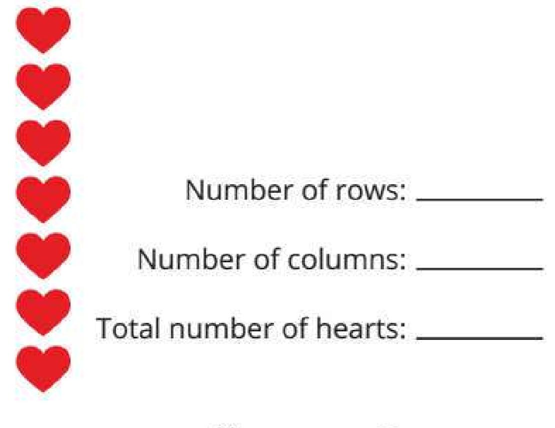


Number of rows: ________

Number of columns: ________

Total number of hearts: ________

________ × ________ = ________
rows columns product

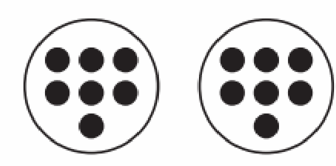


Number of rows: ________

Number of columns: ________

Total number of hearts: ________

________ × ________ = ________
rows columns product



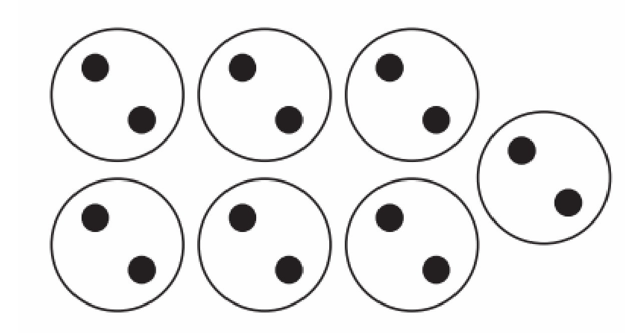
Number of circles: ________

Number of dots: ________

Total number of dots: ________

________ × ________ = ________

circles dots product



Number of circles: ________

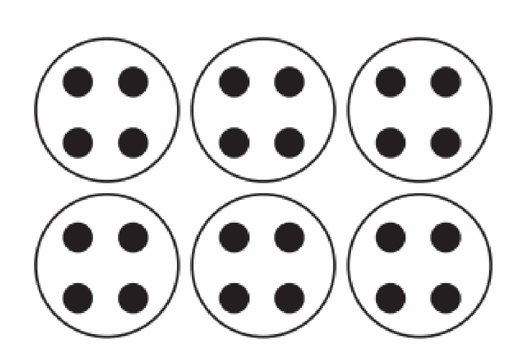
Number of dots: ________

Total number of dots: ________

________ × ________ = ________

circles dots product





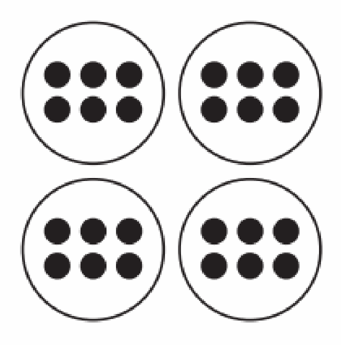
Number of circles: ________

Number of dots: ________

Total number of dots: ________

________ × ________ = ________

circles dots product



Number of circles: ________

Number of dots: ________

Total number of dots: ________

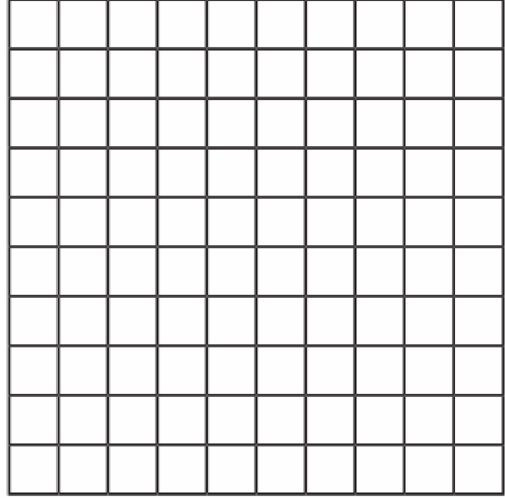
________ × ________ = ________

circles dots product

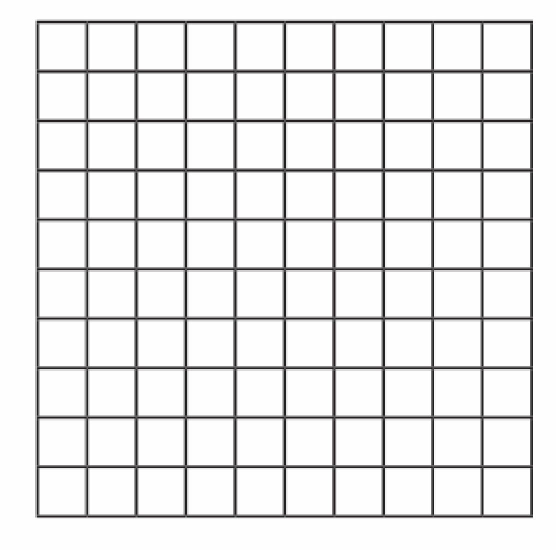
Directions: On the grids below, draw arrays that prove the Commutative Property of Multiplication. Label your grids with the **factors** (the two numbers you are multiplying) and **products** (the answers).

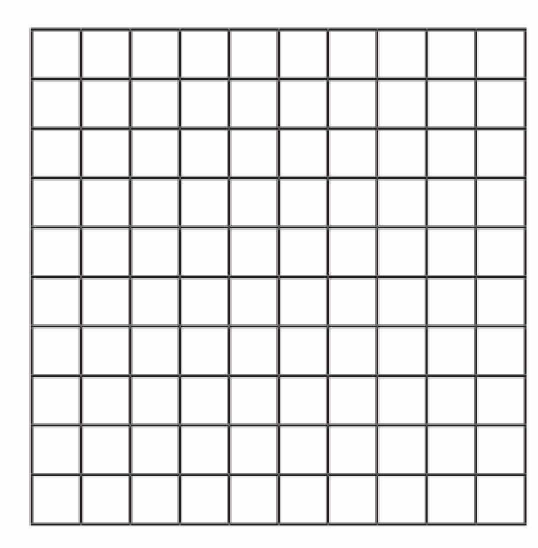


1.

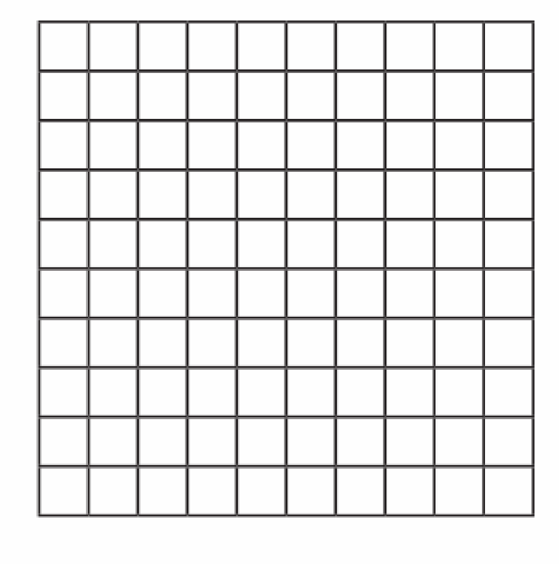


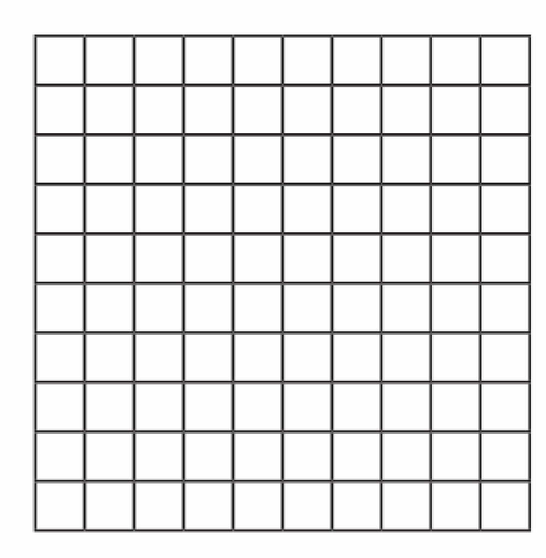
2.



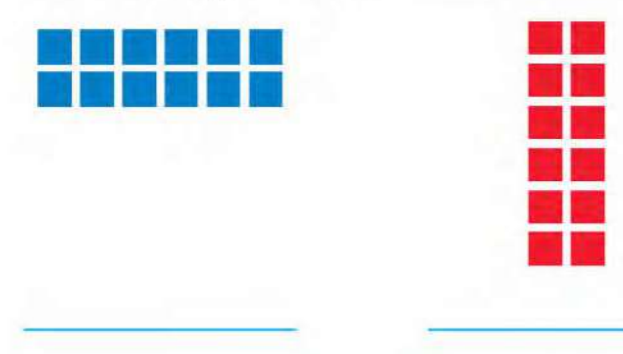


3.





1. Write a multiplication sentence for the array.

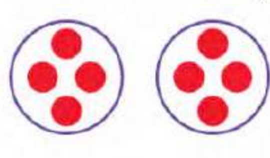


______________ ______________



Write a multiplication sentence for the model. Then use the Commutative Property of Multiplication to write a related multiplication sentence.

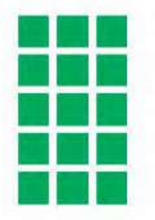
2.



___ × ___ = ___

___ × ___ = ___

3.



___ × ___ = ___

___ × ___ = ___

4.

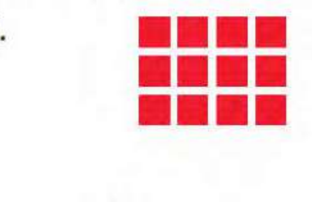


___ × ___ = ___

___ × ___ = ___



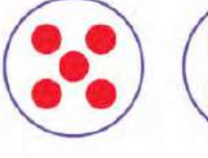
5.



___ × ___ = ___

___ × ___ = ___

6.

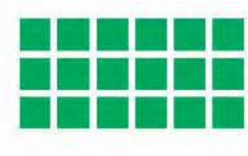




___ × ___ = ___

___ × ___ = ___

7.



___ × ___ = ___

___ × ___ = ___



Chapter Three

1 APPLICATIONS

Example problem: Farha went to the store to buy rolls for a big family dinner. At the store, she bought 4 bags of rolls. Each bag contained 5 rolls. How many rolls did Farha buy?

Work Space:

Multiplication equation: ______________________________

1. On Samira's walk home she saw 6 cars. If each car has 4 wheels, how many wheels did she see in all?

Work Space:

Multiplication equation: ______________________________

2. Manal brought 6 bags of cookies to school. Each bag had 3 cookies in it. How many cookies were there all together?

Work Space:

Multiplication equation: ______________________________

3. Malek runs 3 miles each day. How many miles does he run in 7 days?

Work Space:

Multiplication equation: ______________________________



4. A bag of oranges holds 4 oranges. How many oranges are in 8 bags?

Work Space:

Multiplication equation: ______________________________



5. It takes a rocket 7 seconds to travel one kilometer. How many seconds will it take to travel 4 kilometers?

Work Space:

Multiplication equation: ______________________________



6. Each pack of pencils contains 8 pencils. How many pencils are in 3 packs?

Work Space:

Multiplication equation: ______________________________





MULTIPLICATION

Use the 120 Chart below to complete the following:

- Color the multiples of 2 ____________________ (color stated by teacher).
- Color the multiples of 3 ____________________ (color stated by teacher).
- Respond to the prompts at the bottom of the page.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

List the first 10 multiples of 2.

_____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____

List the first 10 multiples of 3.

_____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____

List all of the multiples you found that 2 and 3 share:

TABLE 2

Complete:

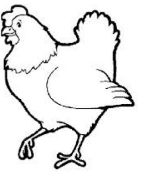
(a) The number of legs of 2 hens = ... × ... = ...

(b) The number of legs of 3 hens = ... × ... = ...

(c) The number of legs of 5 hens = ... × ... = ...

(d) The number of legs of 8 hens = ... × ... = ...

(e) The number of legs of 9 hens = ... × ... = ...



2×1 2×2 2×3 2×4 2×5 2×6 2×7 2×8 2×9 2×10 2×11 2×12

1×2 2×2 3×2 4×2 5×2 6×2 7×2 8×2 9×2 10×2 11×2 12×2

2×2 2×4 2×6 2×8 2×10 2×12 2×11 2×9 2×7 2×5 2×3 2×1

2×1 2×7 2×2 2×8 2×3 2×9 2×4 2×10 2×5 2×11 2×6 2×12

2×10 2×11 2×12 2×9 2×8 2×7 2×6 2×5 2×4 2×3 2×2 2×1

2×10 2×1 2×2 2×3 2×4 2×5 2×6 2×7 2×8 2×9 2×12 2×11

2×11 2×10 2×9 2×8 2×7 2×6 2×5 2×4 2×3 2×2 2×1 2×12

2×11 2×10 2×1 2×2 2×3 2×4 2×5 2×6 2×7 2×8 2×9 2×12

2×10 2×9 2×8 2×7 2×6 2×5 2×4 2×3 2×2 2×1 2×12 2×11

2×12 2×11 2×10 2×1 2×2 2×3 2×4 2×5 2×6 2×7 2×8 2×9

TABLE 3

3												
1	2	3	4	5	6	7	8	9	10	11	12
3	6	9	12	15	18	21	24	27	30	33	36

Complete:

(a) The Price of 2 pens = ... × ... = ...

(b) The Price of 5 pens = ... × ... = ...

(c) The Price of 3 pens = ... × ... = ...

(d) The Price of 7 pens = ... × ... = ...

(e) The Price of 9 pens = ... × ... = ...

(f) The Price of 8 pens = ... × ... = ...



3×1 | 3×2 | 3×3 | 3×4 | 3×5 | 3×6 | 3×7 | 3×8 | 3×9 | 3×10 | 3×11 | 3×12

1×3 | 2×3 | 3×3 | 4×3 | 5×3 | 6×3 | 7×3 | 8×3 | 9×3 | 10×3 | 11×3 | 12×3

3×2 | 3×4 | 3×6 | 3×8 | 3×10 | 3×12 | 3×11 | 3×9 | 3×7 | 3×5 | 3×3 | 3×1

3×1 | 3×7 | 3×2 | 3×8 | 3×3 | 3×9 | 3×4 | 3×10 | 3×5 | 3×11 | 3×6 | 3×12

3×12 | 3×11 | 3×10 | 3×9 | 3×8 | 3×7 | 3×6 | 3×5 | 3×4 | 3×3 | 3×2 | 3×1

3×12 | 3×1 | 3×2 | 3×3 | 3×4 | 3×5 | 3×6 | 3×7 | 3×8 | 3×9 | 3×10 | 3×11

3×11 | 3×10 | 3×9 | 3×8 | 3×7 | 3×6 | 3×5 | 3×4 | 3×3 | 3×2 | 3×1 | 3×12

3×11 | 3×12 | 3×1 | 3×2 | 3×3 | 3×4 | 3×5 | 3×6 | 3×7 | 3×8 | 3×9 | 3×10

3×10 | 3×9 | 3×8 | 3×7 | 3×6 | 3×5 | 3×4 | 3×3 | 3×2 | 3×1 | 3×12 | 3×11

3×10 | 3×11 | 3×12 | 3×1 | 3×2 | 3×3 | 3×4 | 3×5 | 3×6 | 3×7 | 3×8 | 3×9



Use the 120 Chart to complete the following:

- Color the multiples of 10 ________________ (color stated by teacher).

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Write the equations for the multiples of ten. The first two have been done for you.

$10 \times 1 = 10$

$10 \times 2 = 20$

$10 \times 3 =$ ______

$10 \times 4 =$ ______

$10 \times$ ______ $=$ ______

$10 \times$ ______ $=$ ______

$10 \times$ ______ $=$ ______

$10 \times$ ______ $=$ ______

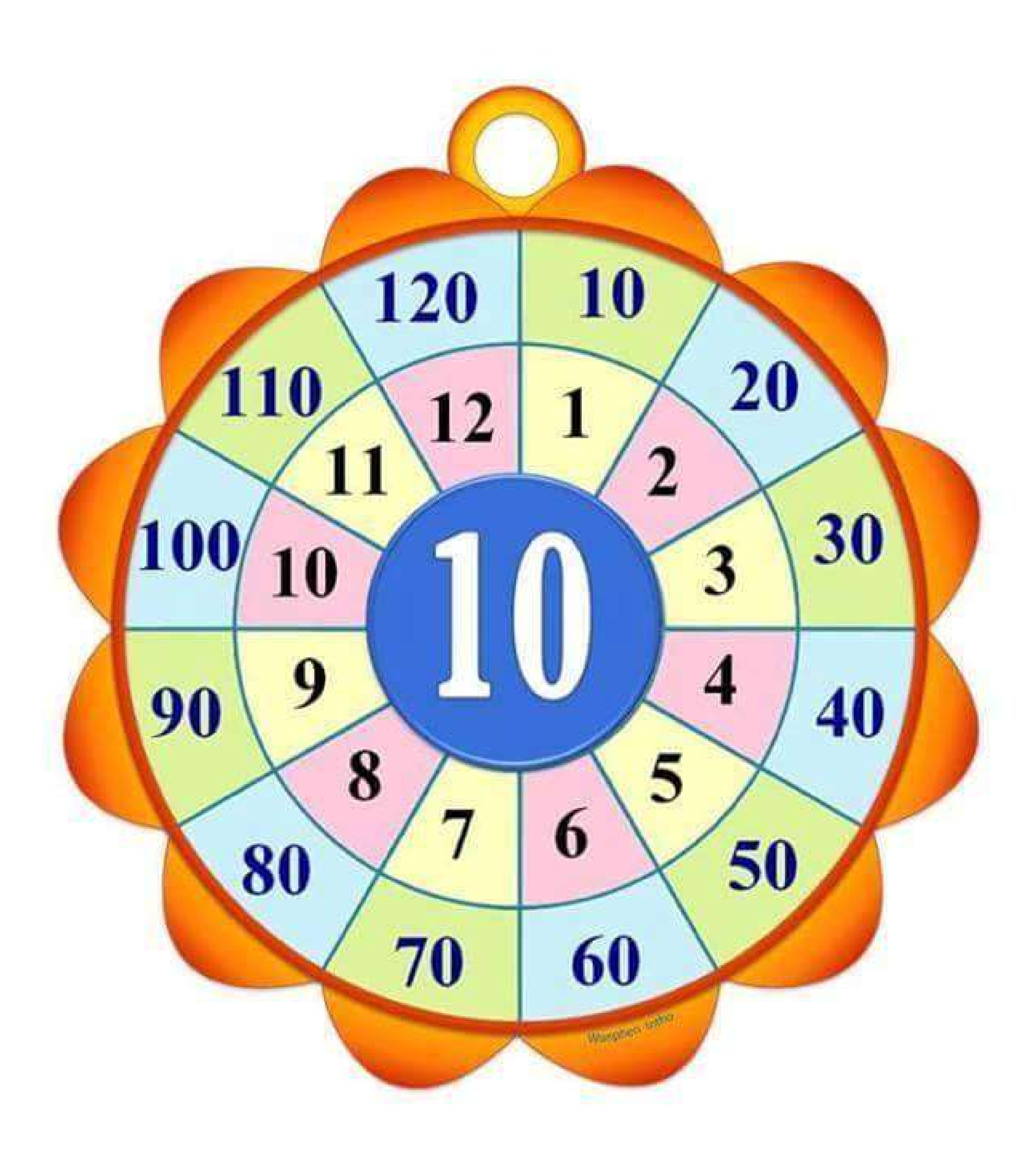
$10 \times$ ______ $=$ ______

$10 \times$ ______ $=$ ______

$10 \times$ ______ $=$ ______

$10 \times$ ______ $=$ ______

TABLE 10



10×1 | 10×2 | 10×3 | 10×4 | 10×5 | 10×6 | 10×7 | 10×8 | 10×10 | 10×9 | 10×11 | 10×12

1×10 | 2×10 | 3×10 | 4×10 | 5×10 | 6×10 | 7×10 | 8×10 | 10×9 | 10×10 | 11×10 | 12×10

10×2 | 10×4 | 10×6 | 10×8 | 10×10 | 10×12 | 10×11 | 10×9 | 10×7 | 10×5 | 10×3 | 10×1

10×1 | 10×7 | 10×2 | 10×8 | 10×3 | 10×10 | 10×4 | 10×9 | 10×5 | 10×11 | 10×6 | 10×12

10×12 | 10×11 | 10×10 | 10×9 | 10×8 | 10×7 | 10×6 | 10×5 | 10×4 | 10×3 | 10×2 | 10×1

10×12 | 10×1 | 10×2 | 10×3 | 10×4 | 10×5 | 10×6 | 10×7 | 10×8 | 10×9 | 10×10 | 10×11

10×11 | 10×10 | 10×9 | 10×8 | 10×7 | 10×6 | 10×5 | 10×4 | 10×3 | 10×2 | 10×1 | 10×12

10×11 | 10×12 | 10×1 | 10×2 | 10×3 | 10×4 | 10×5 | 10×6 | 10×7 | 10×8 | 10×9 | 10×10

10×10 | 10×9 | 10×8 | 10×7 | 10×6 | 10×5 | 10×4 | 10×3 | 10×2 | 10×1 | 10×12 | 10×11

10×9 | 10×11 | 10×12 | 10×1 | 10×2 | 10×3 | 10×4 | 10×5 | 10×6 | 10×7 | 10×8 | 10×10

TABLE 4



4	4	4	4	4	4	4	4	4	4	4	4
× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10	× 11	× 12
1	2	3	4	5	6	7	8	9	10	11	12
× 4	× 4	× 4	× 4	× 4	× 4	× 4	× 4	× 4	× 4	× 4	× 4
4	4	4	4	4	4	4	4	4	4	4	4
× 2	× 4	× 6	× 8	× 10	× 12	× 11	× 9	× 7	× 5	× 3	× 1
4	4	4	4	4	4	4	4	4	4	4	4
× 1	× 7	× 2	× 8	× 3	× 9	× 4	× 10	× 5	× 11	× 6	× 12
4	4	4	4	4	4	4	4	4	4	4	4
× 12	× 11	× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1
4	4	4	4	4	4	4	4	4	4	4	4
× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10	× 11
4	4	4	4	4	4	4	4	4	4	4	4
× 11	× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1	× 12
4	4	4	4	4	4	4	4	4	4	4	4
× 11	× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10
4	4	4	4	4	4	4	4	4	4	4	4
× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1	× 12	× 11
4	4	4	4	4	4	4	4	4	4	4	4
× 10	× 11	× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9

TABLE 5



Use the 120 Chart on the previous page to complete the following:

- Color the multiples of 5 ______________ (color stated by teacher).
- Write the equations for the multiples of five. The first two have been done for you.

5	×	1	=	5	5	×	____	=	____
5	×	2	=	10	5	×	____	=	____
5	×	3	=	____	5	×	____	=	____
5	×	4	=	____	5	×	____	=	____
5	×	____	=	____	5	×	____	=	____
5	×	____	=	____	5	×	____	=	____

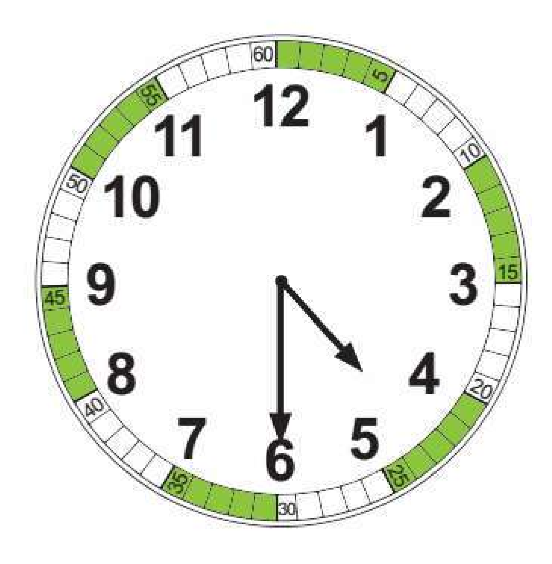


5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10	5 × 11	5 × 12
1 × 5	2 × 5	3 × 5	4 × 5	5 × 5	6 × 5	7 × 5	8 × 5	9 × 5	10 × 5	11 × 5	12 × 5
5 × 2	5 × 4	5 × 6	5 × 8	5 × 10	5 × 12	5 × 11	5 × 9	5 × 7	5 × 5	5 × 3	5 × 1
5 × 1	5 × 7	5 × 2	5 × 8	5 × 3	5 × 9	5 × 4	5 × 10	5 × 5	5 × 11	5 × 6	5 × 12

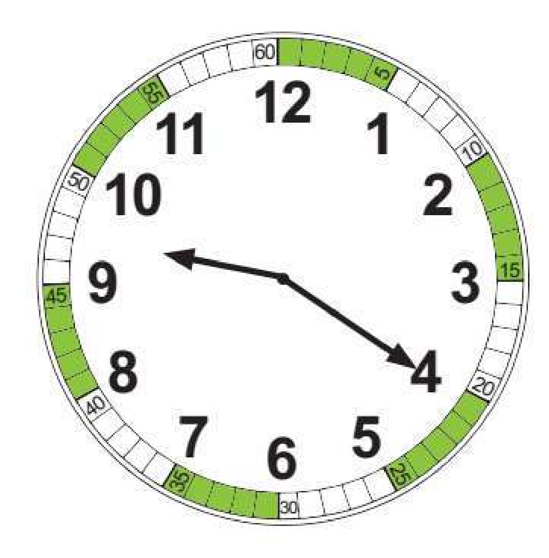
5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10	5 × 11	5 × 12
1 × 5	2 × 5	3 × 5	4 × 5	5 × 5	6 × 5	7 × 5	8 × 5	9 × 5	10 × 5	11 × 5	12 × 5
5 × 2	5 × 4	5 × 6	5 × 8	5 × 10	5 × 12	5 × 11	5 × 9	5 × 7	5 × 5	5 × 3	5 × 1
5 × 1	5 × 7	5 × 2	5 × 8	5 × 3	5 × 9	5 × 4	5 × 10	5 × 5	5 × 11	5 × 6	5 × 12
5 × 12	5 × 11	5 × 10	5 × 9	5 × 8	5 × 7	5 × 6	5 × 5	5 × 4	5 × 3	5 × 2	5 × 1
5 × 12	5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10	5 × 11
5 × 11	5 × 10	5 × 9	5 × 8	5 × 7	5 × 6	5 × 5	5 × 4	5 × 3	5 × 2	5 × 1	5 × 12
5 × 11	5 × 12	5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10
5 × 10	5 × 9	5 × 8	5 × 7	5 × 6	5 × 5	5 × 4	5 × 3	5 × 2	5 × 1	5 × 12	5 × 11
5 × 10	5 × 11	5 × 12	5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9

APPLICATION

Directions: Look at each of the clocks below. Determine the time on the analog clock and write the digital time below. Remember that each hour number represents a group of 5 minutes.



_______ : _______   _______ : _______



_______ : _______   _______ : _______

Draw the minute hand on the analog clock.

Round One:



1 : 30

Round Two:



2 : 30

Round Three:



7 : 15

Round Four:



4 : 35

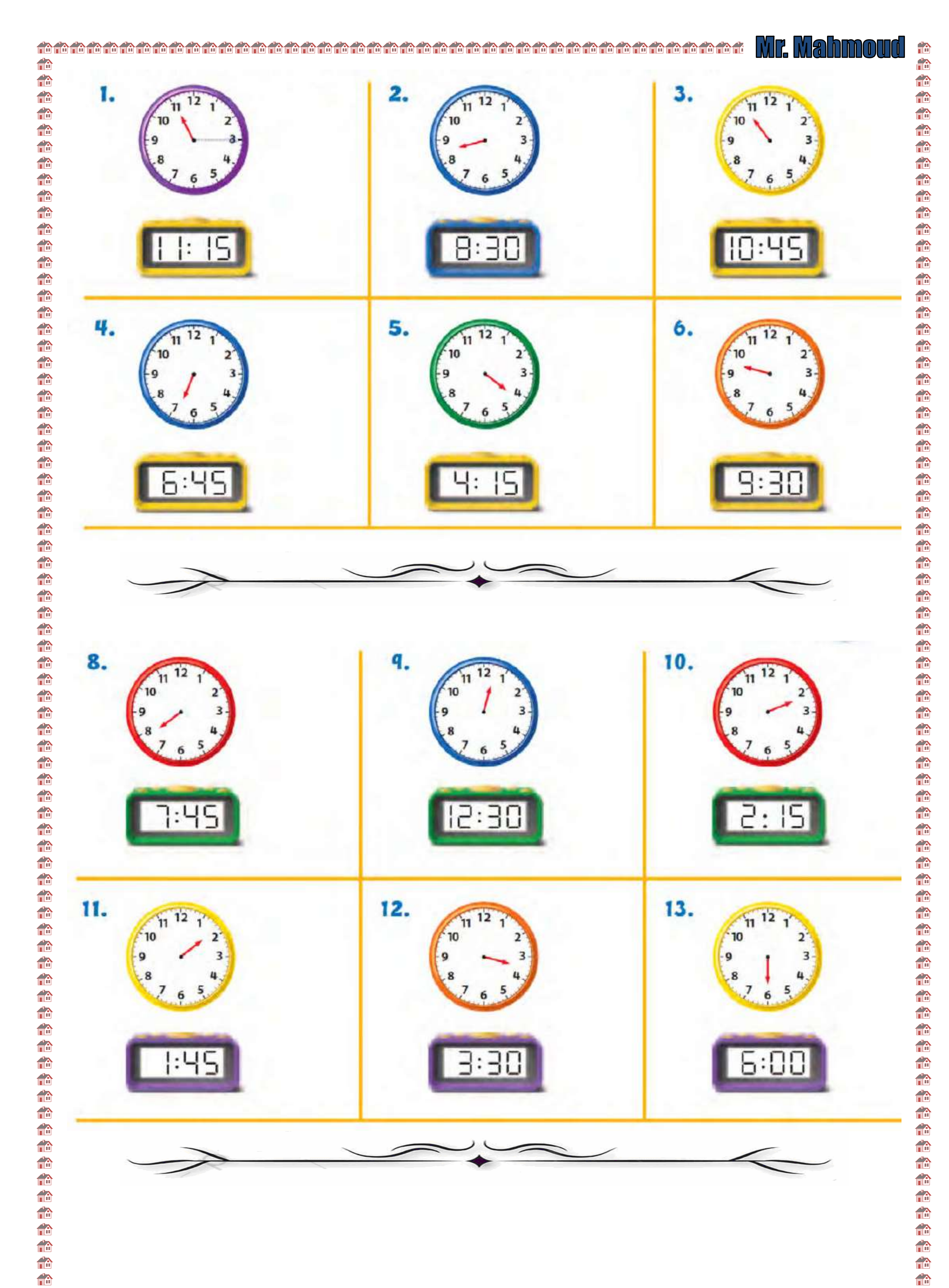
Round Five:



10 : 45



Draw the minute hand to show the time.


Mr. Mahmoud
1.
11:15
2.
8:30
3.
10:45
4.
6:45
5.
4:15
6.
9:30
8.
7:45
9.
12:30
10.
2:15
11.
1:45
12.
3:30
13.
6:00

Look at the clock hands. Write the time.

1.

2.

3.

4.

5.

6.

Look at the clock hands. Write the time.

7.

8.

9.

10.

11.

12.

TABLE 6



1 × 6	2 × 6	3 × 6	4 × 6	5 × 6	6 × 6	7 × 6	8 × 6	9 × 6	10 × 6	11 × 6	12 × 6
6 × 2	6 × 4	6 × 6	6 × 8	6 × 10	6 × 12	6 × 11	6 × 9	6 × 7	6 × 5	6 × 3	6 × 1
6 × 1	6 × 7	6 × 2	6 × 8	6 × 3	6 × 9	6 × 4	6 × 10	6 × 5	6 × 11	6 × 6	6 × 12
6 × 12	6 × 11	6 × 10	6 × 9	6 × 8	6 × 7	6 × 6	6 × 5	6 × 4	6 × 3	6 × 2	6 × 1
6 × 12	6 × 1	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9	6 × 10	6 × 11
6 × 11	6 × 10	6 × 9	6 × 8	6 × 7	6 × 6	6 × 5	6 × 4	6 × 3	6 × 2	6 × 1	6 × 12
6 × 11	6 × 12	6 × 1	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9	6 × 10
6 × 10	6 × 9	6 × 8	6 × 7	6 × 6	6 × 5	6 × 4	6 × 3	6 × 2	6 × 1	6 × 12	6 × 11
6 × 10	6 × 11	6 × 12	6 × 1	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9
6 × 1	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9	6 × 10	6 × 11	6 × 12

TABLE 7



7	7	7	7	7	7	7	7	7	7	7	7
× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10	× 11	× 12
1	2	3	4	5	6	7	8	9	10	11	12
× 7	× 7	× 7	× 7	× 7	× 7	× 7	× 7	× 7	× 7	× 7	× 7
7	7	7	7	7	7	7	7	7	7	7	7
× 2	× 4	× 6	× 8	× 10	× 12	× 11	× 9	× 7	× 5	× 3	× 1
7	7	7	7	7	7	7	7	7	7	7	7
× 1	× 7	× 2	× 8	× 3	× 9	× 4	× 10	× 5	× 11	× 6	× 12
7	7	7	7	7	7	7	7	7	7	7	7
× 12	× 11	× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1
7	7	7	7	7	7	7	7	7	7	7	7
× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10	× 11
7	7	7	7	7	7	7	7	7	7	7	7
× 11	× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1	× 12
7	7	7	7	7	7	7	7	7	7	7	7
× 11	× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10
7	7	7	7	7	7	7	7	7	7	7	7
× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1	× 12	× 11
7	7	7	7	7	7	7	7	7	7	7	7
× 10	× 11	× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9

TABLE 8



8×1 8×2 8×3 8×4 8×5 8×6 8×7 8×8 8×9 8×10 8×11 8×12

1×8 2×8 3×8 4×8 5×8 6×8 7×8 8×8 9×8 10×8 11×8 12×8

8×2 8×4 8×6 8×8 8×10 8×12 8×11 8×9 8×7 8×5 8×3 8×1

8×1 8×7 8×2 8×8 8×3 8×9 8×4 8×10 8×5 8×11 8×6 8×12

8×12 8×11 8×10 8×9 8×8 8×7 8×6 8×5 8×4 8×3 8×2 8×1

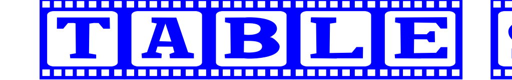
8×12 8×1 8×2 8×3 8×4 8×5 8×6 8×7 8×8 8×9 8×10 8×11

8×11 8×10 8×9 8×8 8×7 8×6 8×5 8×4 8×3 8×2 8×1 8×12

8×11 8×12 8×1 8×2 8×3 8×4 8×5 8×6 8×7 8×8 8×9 8×10

8×10 8×9 8×8 8×7 8×6 8×5 8×4 8×3 8×2 8×1 8×12 8×11

8×10 8×11 8×12 8×1 8×2 8×3 8×4 8×5 8×6 8×7 8×8 8×9

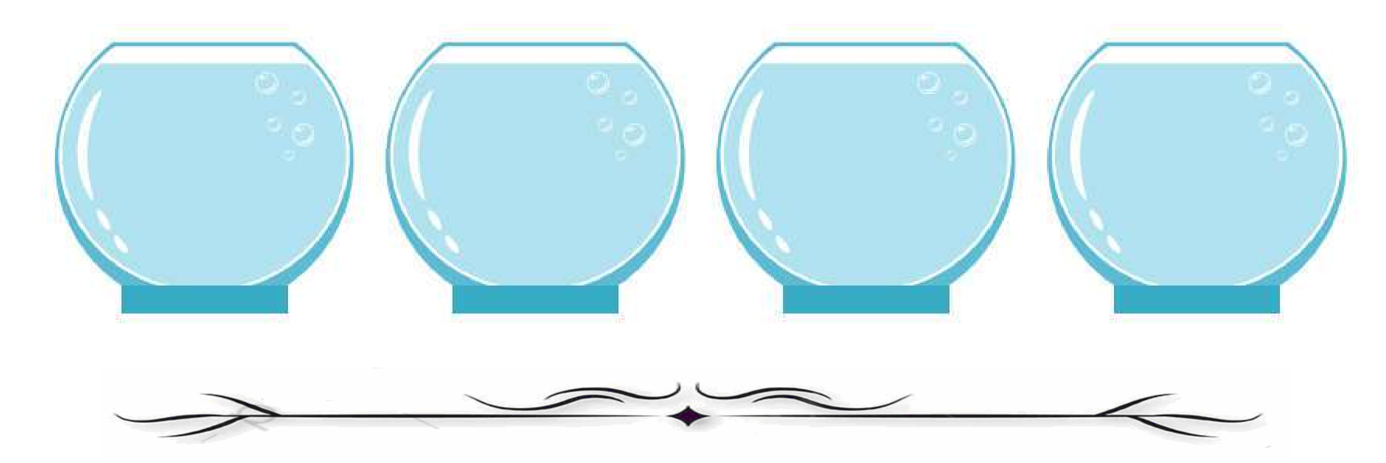


9

1	9
2	18
3	27
4	36
5	45
6	54
7	63
8	72
9	81
10	90
11	99
12	108

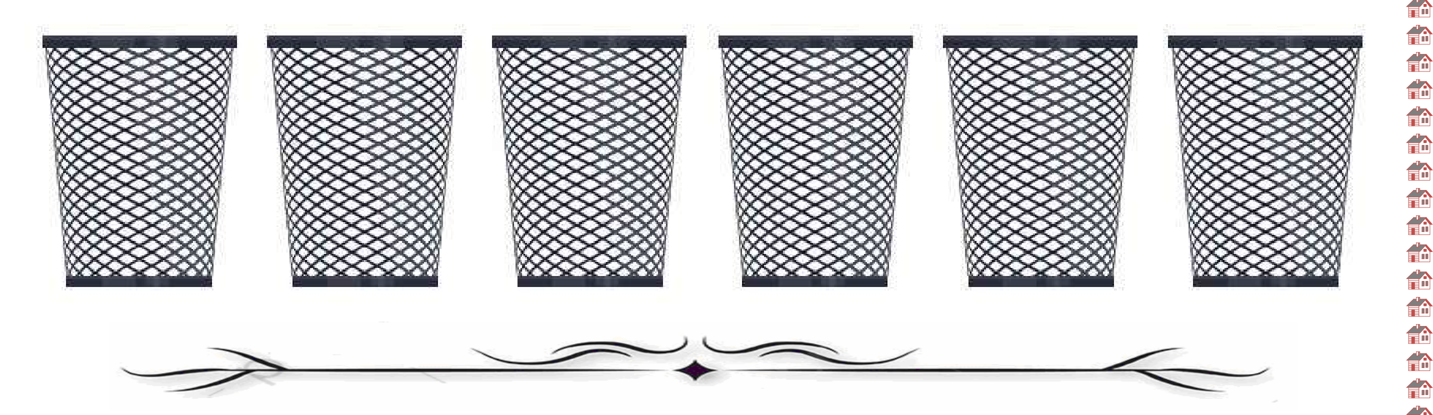
9	9	9	9	9	9	9	9	9	9	9	9
× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10	× 11	× 12
1	2	3	4	5	6	7	8	9	10	11	12
× 9	× 9	× 9	× 9	× 9	× 9	× 9	× 9	× 9	× 9	× 9	× 9
9	9	9	9	9	9	9	9	9	9	9	9
× 2	× 4	× 6	× 8	× 10	× 12	× 11	× 9	× 7	× 5	× 3	× 1
9	9	9	9	9	9	9	9	9	9	9	9
× 1	× 7	× 2	× 8	× 3	× 9	× 4	× 10	× 5	× 11	× 6	× 12
9	9	9	9	9	9	9	9	9	9	9	9
× 12	× 11	× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1
9	9	9	9	9	9	9	9	9	9	9	9
× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10	× 11
9	9	9	9	9	9	9	9	9	9	9	9
× 11	× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1	× 12
9	9	9	9	9	9	9	9	9	9	9	9
× 11	× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	× 10
9	9	9	9	9	9	9	9	9	9	9	9
× 10	× 9	× 8	× 7	× 6	× 5	× 4	× 3	× 2	× 1	× 12	× 11
9	9	9	9	9	9	9	9	9	9	9	9
× 10	× 11	× 12	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9

1. There are 16 fish that need to be placed in 4 bowls. Each bowl must hold the same number of fish. How many fish should be put into each bowl? Draw a picture in the bowls below to solve the problem.



2. Sameh is preparing gift baskets. He has 20 oranges that need to be divided equally between 5 baskets. Draw a picture in the baskets below to solve the problem.

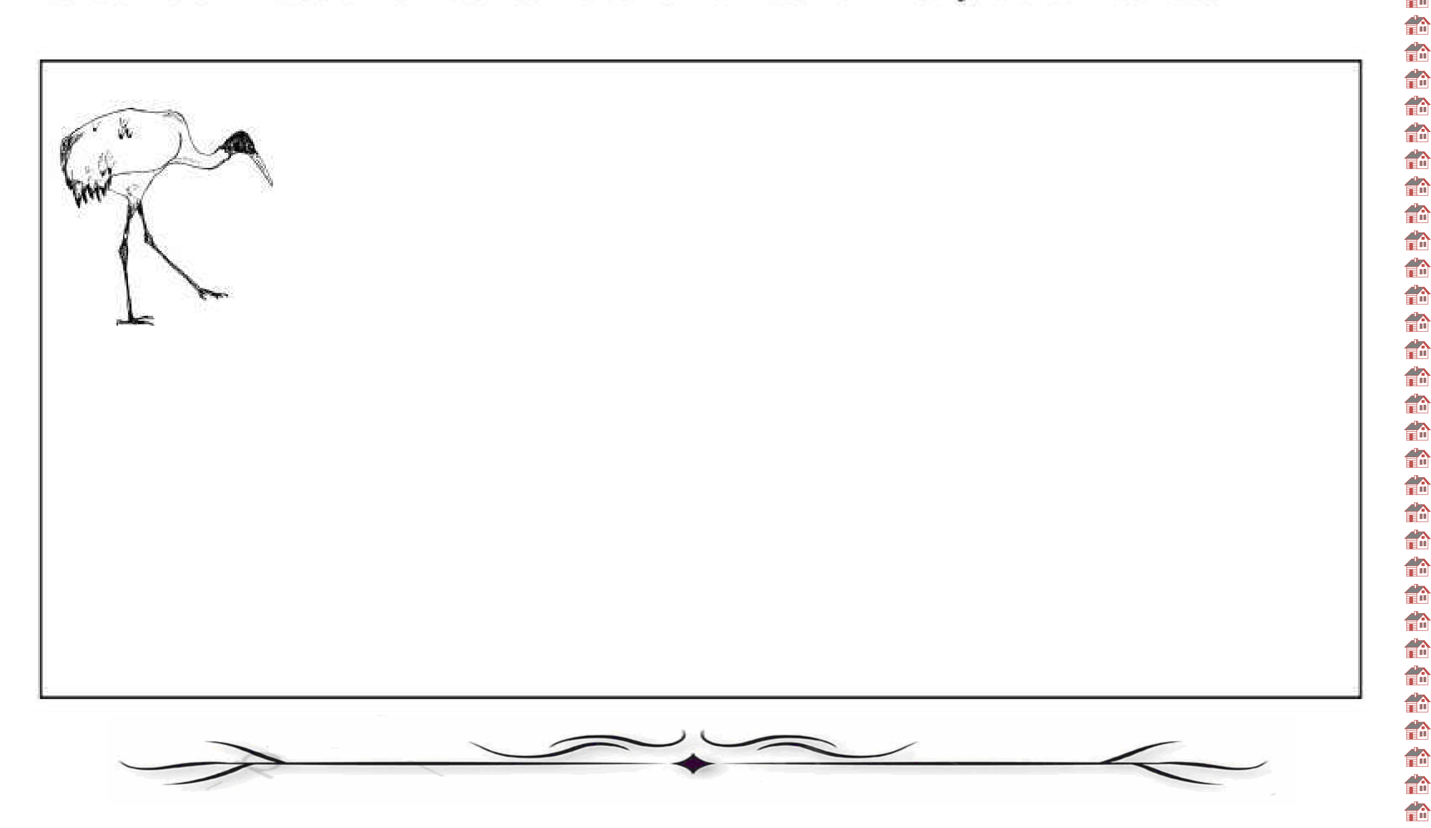
3. The teacher has 36 crayons to share equally between 6 students. She must place the crayons in the cups below. Draw a picture in the cups below to solve the problem.



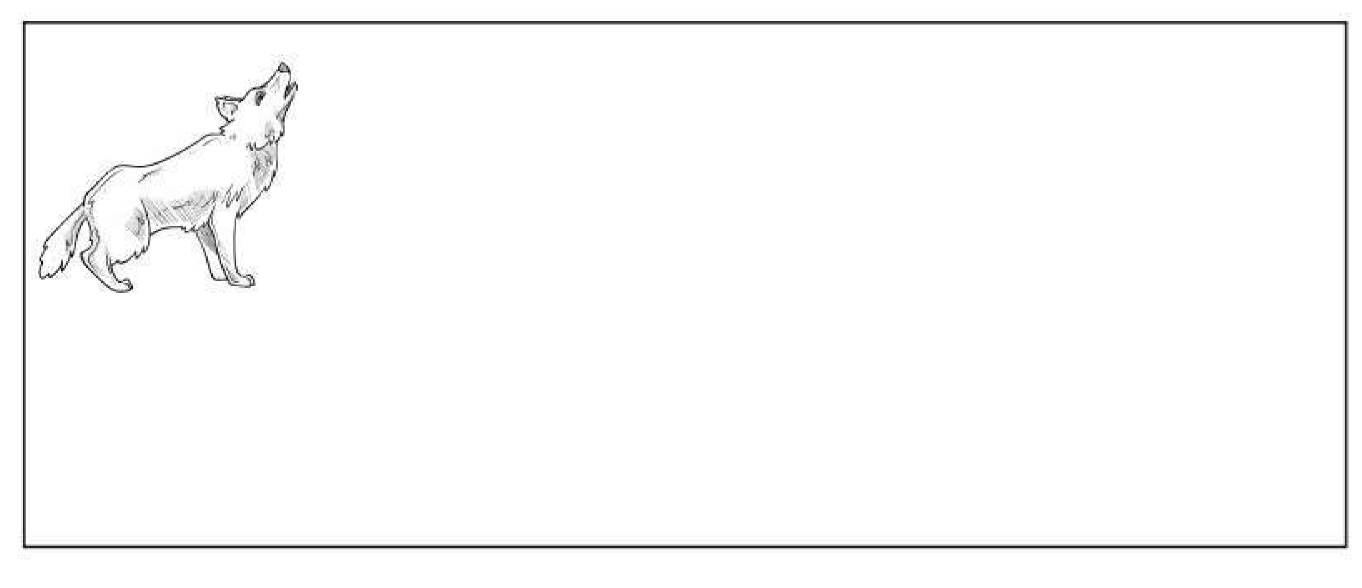
Directions: Draw a mathematical picture to solve.

Each cat needs 2 fish for lunch. How many cats can we feed with 12 fish?

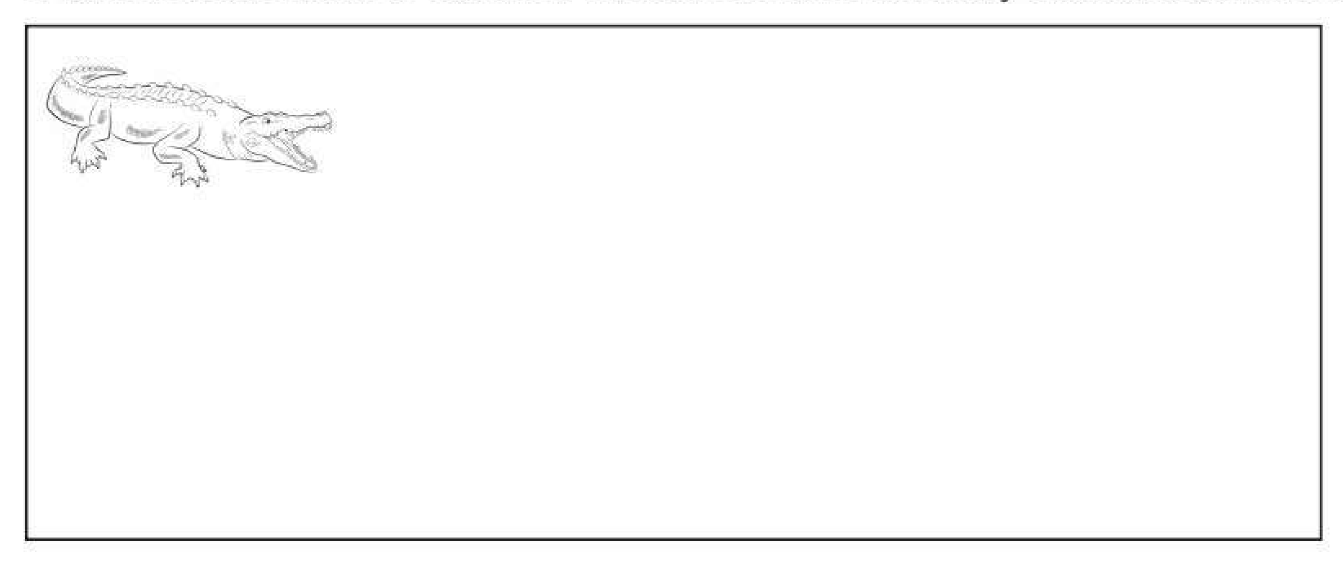
1. Each ibis will eat 3 worms. You have 18 worms. How many ibis can be fed?



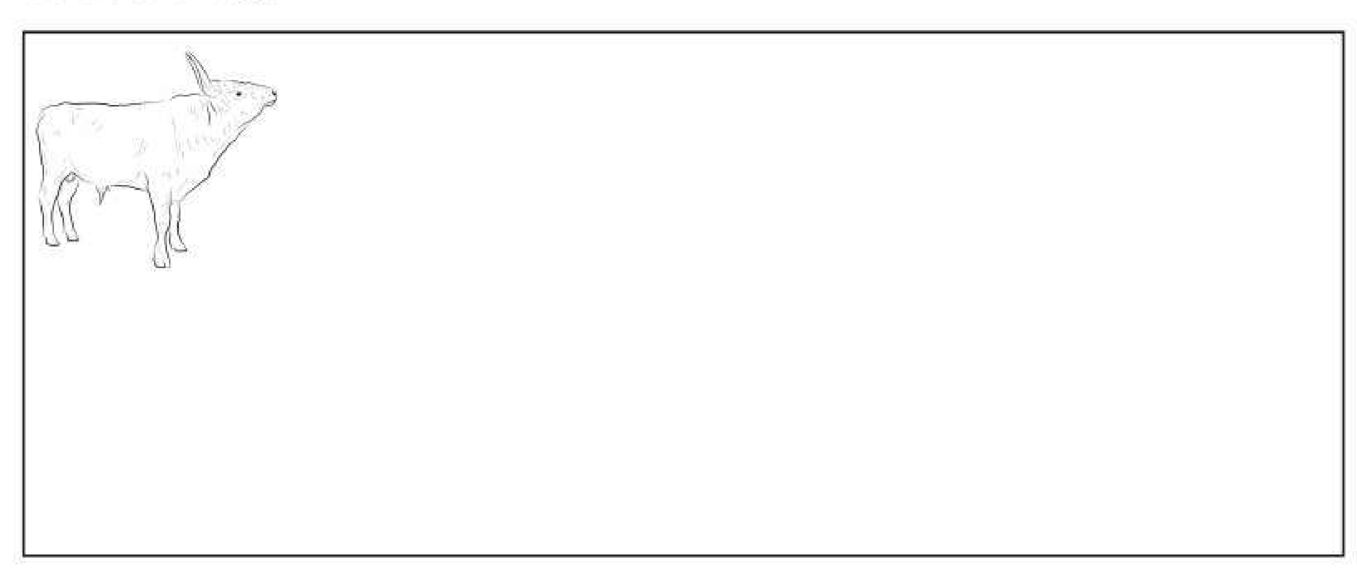
2. Each jackal must eat 6 insects. There are 24 insects. How many jackals can be fed?



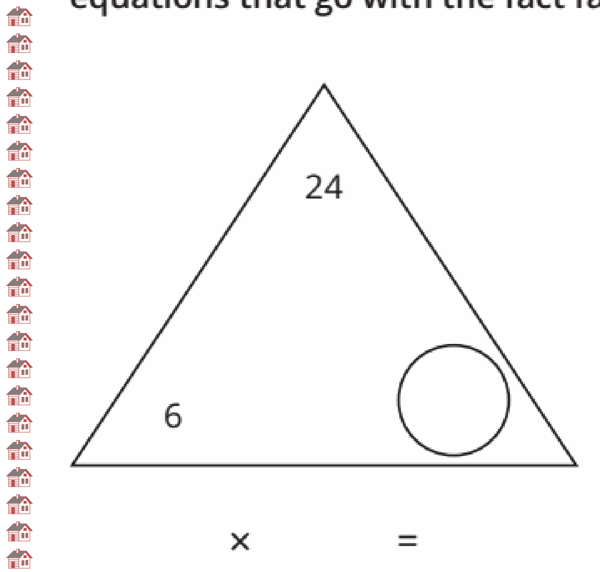
3. Each crocodile wants to eat 5 fish. There are 25 fish. How many crocodiles can be fed?

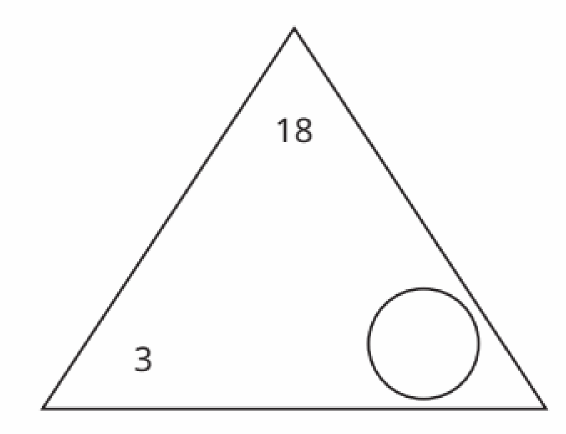


4. Each bull eats 2 bales of hay each day. There are 100 bales. How many bulls can be fed each day?



Directions: Find the missing factor in the triangles below. Then write the four equations that go with the fact family. Use the counters to help you.





_____ × _____ = _____

_____ × _____ = _____

_____ ÷ _____ = _____

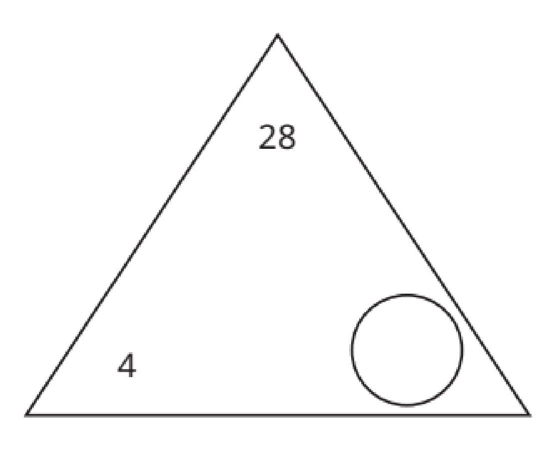
_____ ÷ _____ = _____

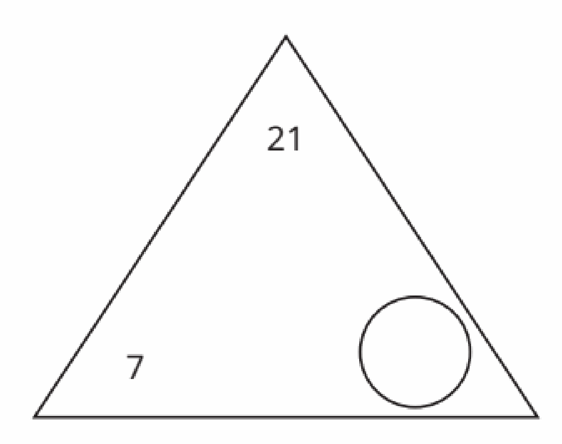
_____ × _____ = _____

_____ × _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____





_____ × _____ = _____

_____ × _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____

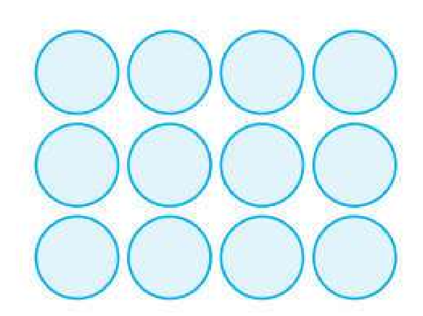
_____ × _____ = _____

_____ × _____ = _____

_____ ÷ _____ = _____

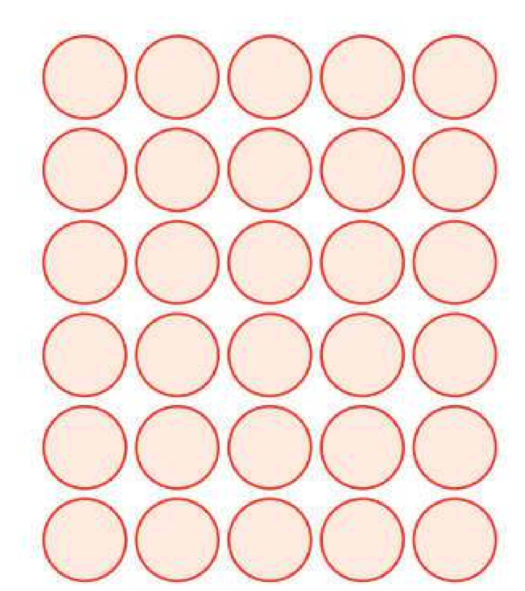
_____ ÷ _____ = _____

CHALLENGE: Describe each of these arrays using one multiplication equation and one division equation.



_____ × _____ = _____

_____ ÷ _____ = _____



_____ × _____ = _____

_____ ÷ _____ = _____



Chapter Four



Classify According to the number of vertices:

Category Title: Four Vertices Square Rectangle	Category Title:
Category Title:	Category Title:
Category Title:	Category Title:



Directions: Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve. When finished, circle the facts that were the easiest for you to solve.

Mystery Multiplication

1 × ______ = ______ 2 × ______ = ______ 3 × ______ = ______

4 × ______ = ______ 5 × ______ = ______ 6 × ______ = ______

7 × ______ = ______ 8 × ______ = ______ 9 × ______ = ______

10 × ______ = ______ 11 × ______ = ______ 12 × ______ = ______

Quadrilaterals are named by their sides and their angles.

Describe quadrilaterals.

quadrilateral

_______ sides

_______ angles

ERROR Alert
Some quadrilaterals cannot be classified as a trapezium, rectangle, square, or rhombus.

trapezium

at least _______ pair of opposite sides that are parallel
lengths of sides could be the same

rectangle

_____ pairs of opposite sides that are parallel

_____ pairs of sides that are of equal length

_____ right angles

square

_____ pairs of opposite sides that are parallel

_____ sides that are of equal length

_____ right angles

rhombus

_____ pairs of opposite sides that are parallel

_____ sides that are of equal length

Rectangles Rhombuses

Circle all the words that describe the quadrilateral.

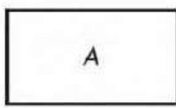
rectangle	rhombus	rectangle
rhombus	quadrilateral	rhombus
square	square	trapezium
trapezium	rectangle	quadrilateral

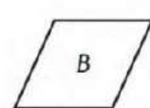
rectangle	rectangle	quadrilateral
trapezium	rhombus	square
quadrilateral	trapezium	rectangle
rhombus	square	rhombus

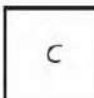
Circle all the words that describe the quadrilateral.

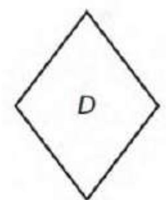
1.	2.	3.
square	square	square
rectangle	rectangle	rectangle
rhombus	rhombus	rhombus
trapezium	trapezium	trapezium

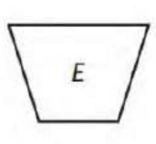
Use the quadrilaterals below for 4–6.











4. Which quadrilaterals appear to have no right angles?

____

5. Which quadrilaterals appear to have 4 right angles?

____

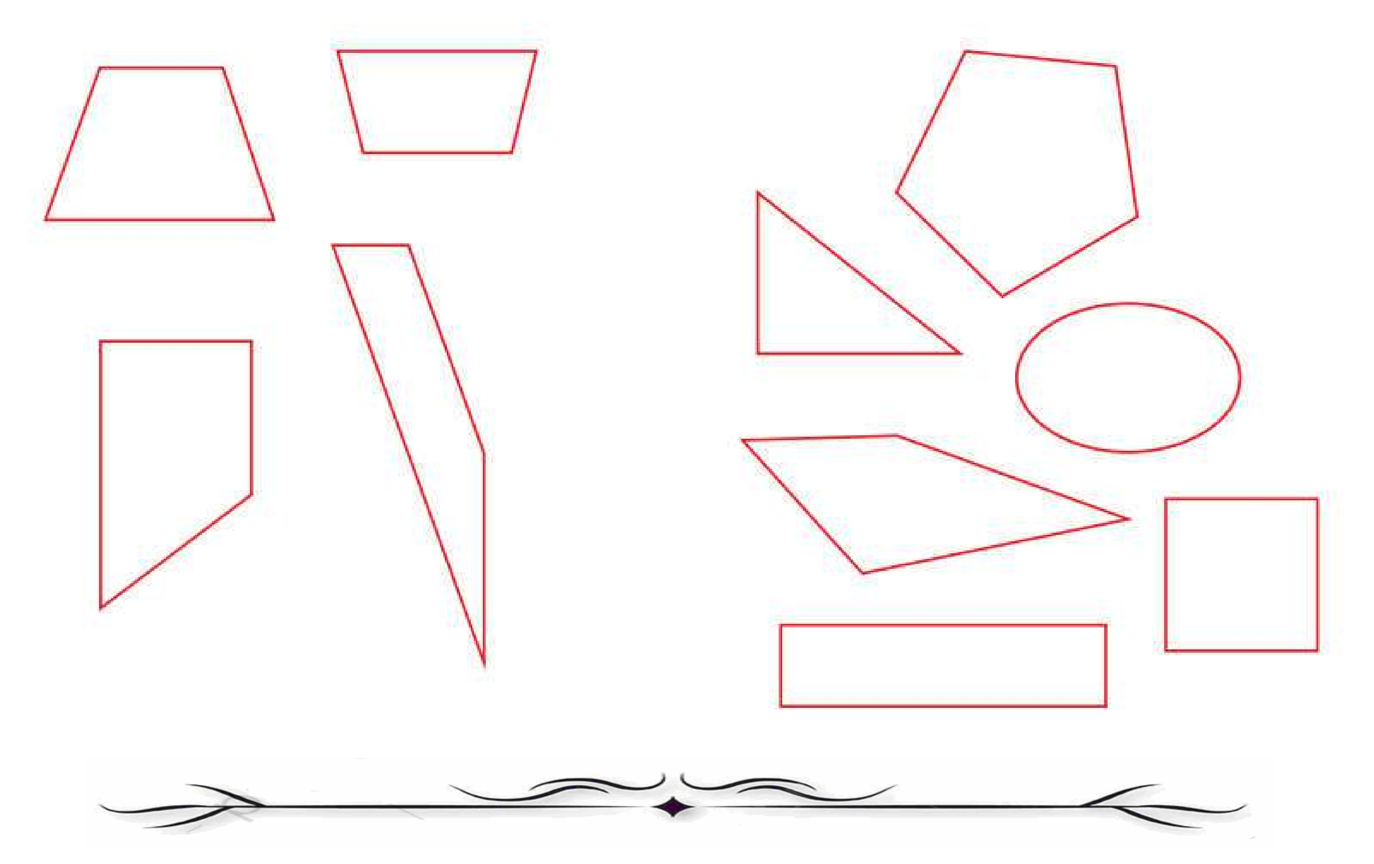
6. Which quadrilaterals appear to have 4 sides of equal length?

____



These are trapeziums.

These are not trapeziums.

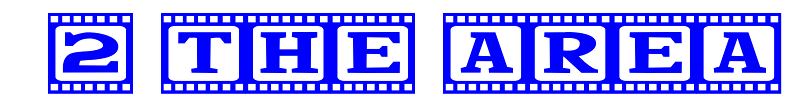


Directions: Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve. When finished, draw a rhombus around the fact that was the most challenging and a trapezium around the easiest fact.

Mystery Multiplication

1 × ______ = ______	2 × ______ = ______	3 × ______ = ______
4 × ______ = ______	5 × ______ = ______	6 × ______ = ______
7 × ______ = ______	8 × ______ = ______	9 × ______ = ______
10 × ______ = ______	11 × ______ = ______	12 × ______ = ______

Work space:



Cristina has a garden that is shaped like the rectangle below. Each unit square represents 1 square meter. What is the area of her garden?

One Way Count unit squares.

Count the number of unit squares in all.

There are ______ unit squares.

So, the area is ______ square meters.

Other Ways

A Use repeated addition.

Count the number of rows. Count the number of unit squares in each row.

______ rows of ______ = ▢

______ unit squares

______ unit squares

______ unit squares

Write an addition equation.

______ + ______ + ______ = ______

So, the area is ______ square meters.

B Use multiplication.

Count the number of rows. Count the number of unit squares in each row.

______ rows of ______ = ▢

______ unit squares in each row

______ rows

This rectangle is like an array. How do you find the total number of squares in an array?

____

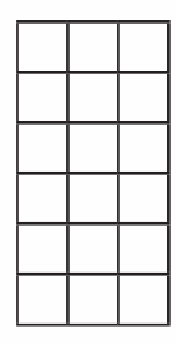
______ × ______ = ______

Write a multiplication equation.

So, the area is ______ square meters.

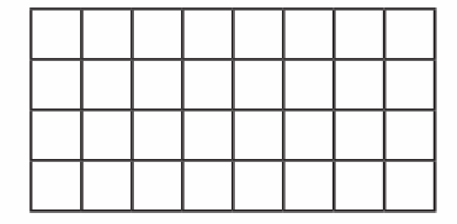
Directions: Determine the area of each rectangle.


Rectangle #1:



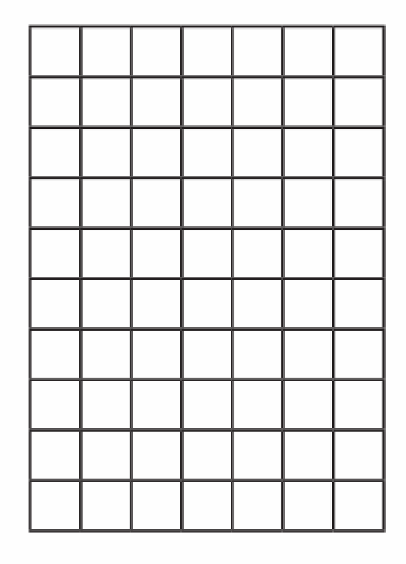
Total area = ____________ square units

Rectangle #2:



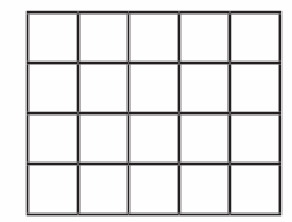
Total area = ____________ square units

Rectangle #3:



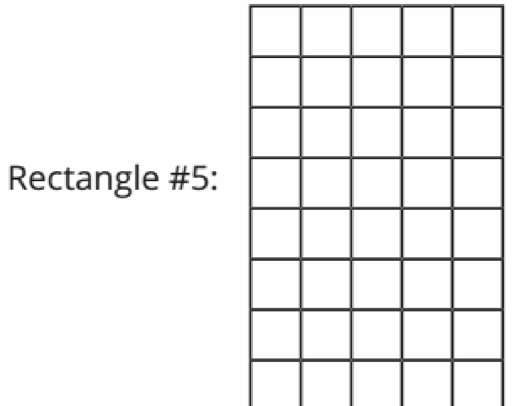
Total area = ____________ square units

Rectangle #4:



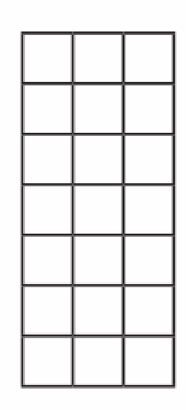
Total area = ____________ square units

Rectangle #5:



Total area = ____________ square units

Rectangle #6:



Total area = ____________ square units

1. Look at the figure.

   _____ rows of _____ = ▒

   Add. _____ + _____ + _____ = _____

   Multiply. _____ × _____ = _____

   What is the area of the figure?

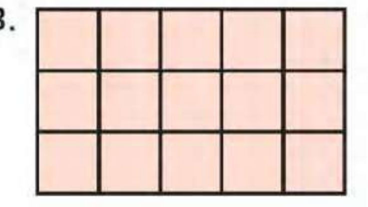
   _____ square units

Find the area of the figure.
Each unit square is 1 square foot.

2.

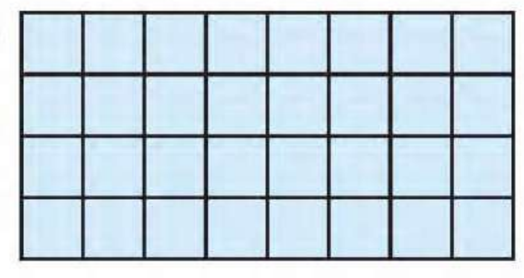


3.

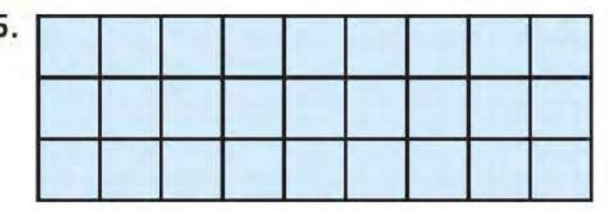


Find the area of the figure.
Each unit square is 1 square meter.

4.

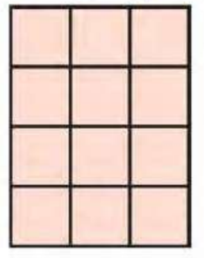


5.



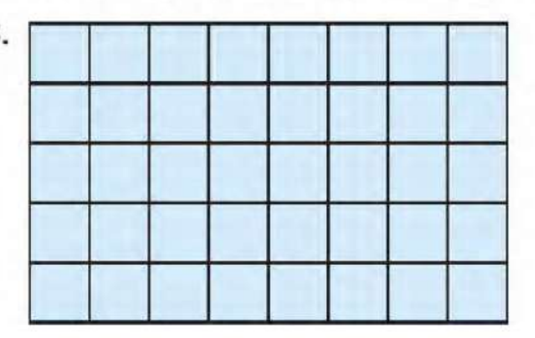
Find the area of the figure.
Each unit square is 1 square foot.

6.

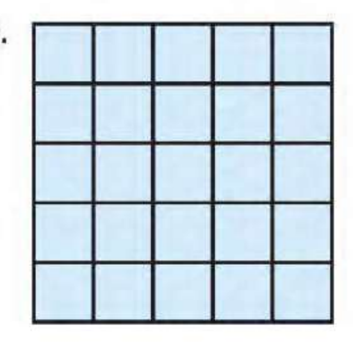


7.

8.



9.

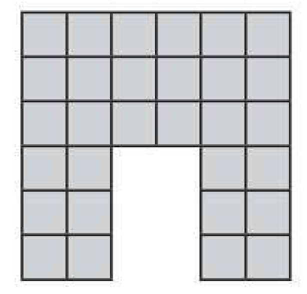




CHALLENGE:

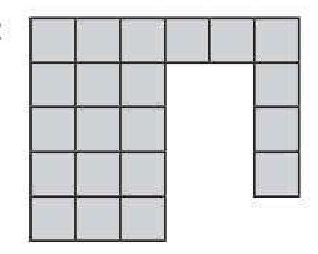
These gardens are not rectangular. Can you find the area anyway? Show your thinking.

Problem 1:



Total area = ____________ square units

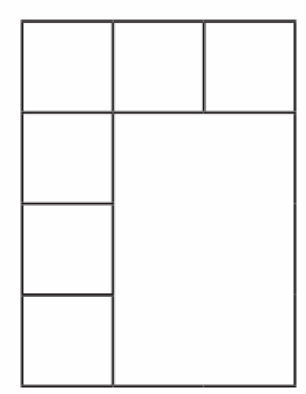
Problem 2:



Total area = ____________ square units

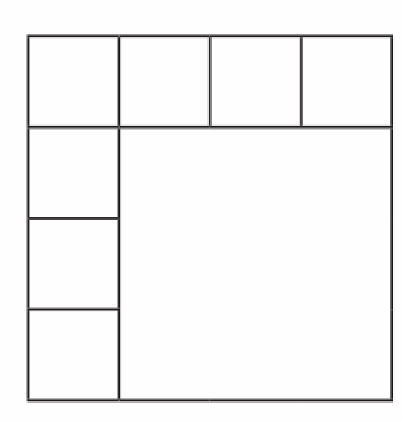
Directions: Determine the total area of each shape.

Rectangle #1:



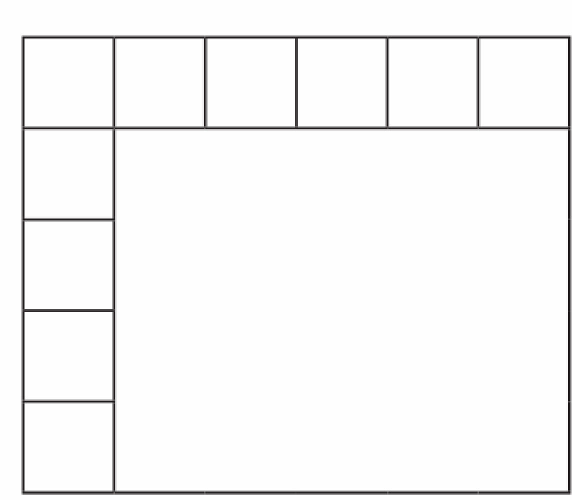
Total area = ____________ square units

Rectangle #2:



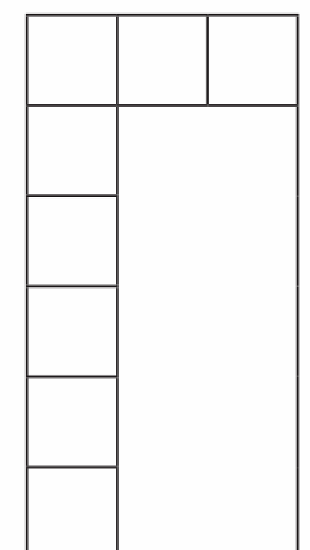
Total area = ____________ square units

Rectangle #3:



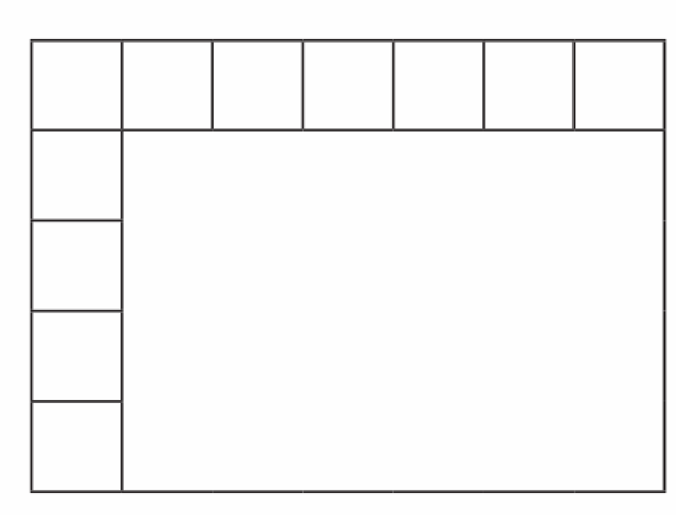
Total area = ____________ square units

Rectangle #4:



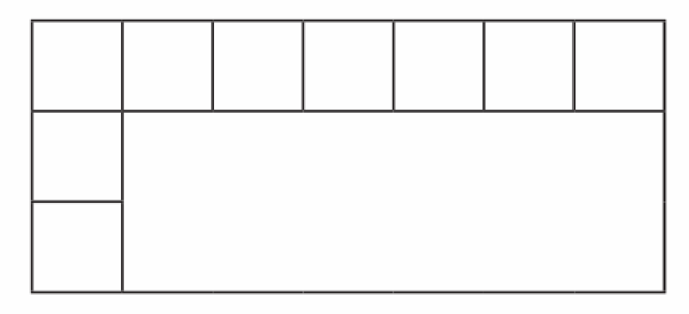
Total area = ____________ square units

Rectangle #5:



Total area = ____________ square units

Rectangle #6:

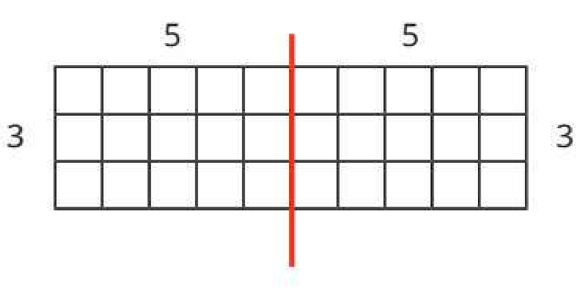


Total area = ____________ square units

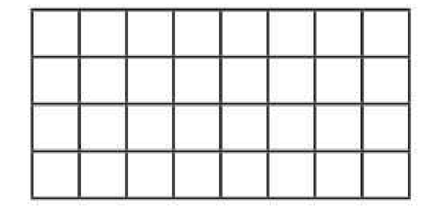
CHALLENGE: Determine the total area of the following shapes.

Directions: Split the arrays below into at least 2 smaller arrays. Label the factors for each part. An example is shown below.

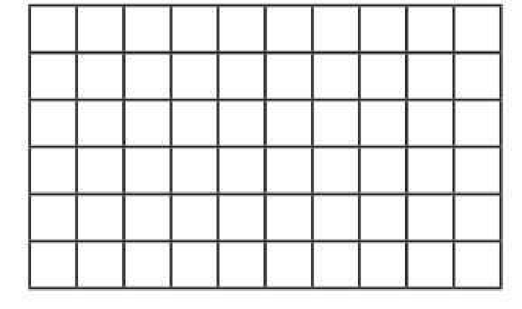
Example



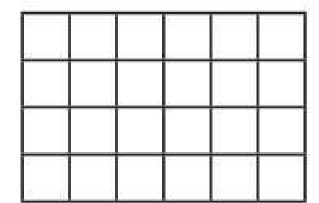
Problem #1



Problem #2

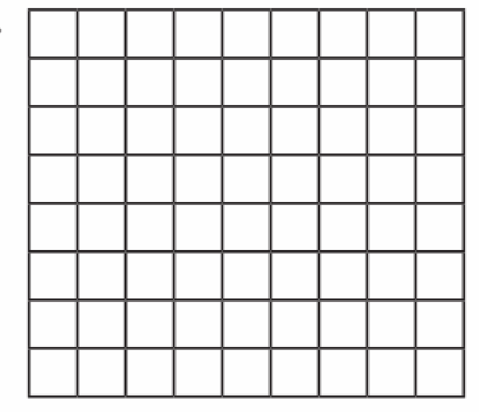


Problem #3



3 DISTRIBUTION PROPERTY

Directions: Break apart the arrays and, using the distributive property, write an equation to show your work.

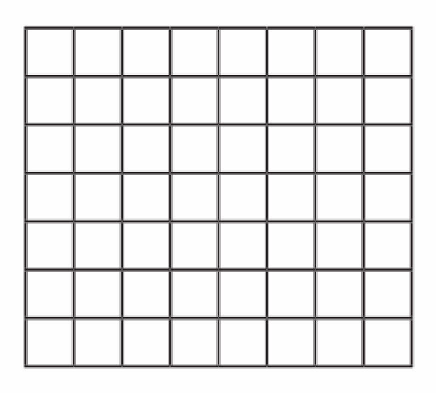
1. 

___ × ___ = ☐

___ × ___ = ☐

☐ + ☐ = ◯

8 × 9 = ___

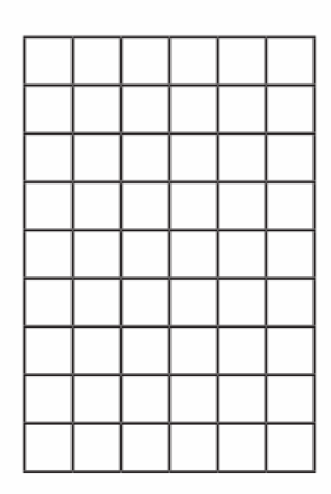
2. 

___ × ___ = ☐

___ × ___ = ☐

☐ + ☐ = ◯

7 × 8 = ___

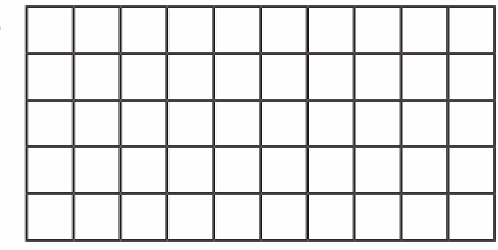
3. 

___ × ___ = ☐

___ × ___ = ☐

☐ + ☐ = ◯

9 × 6 = ___

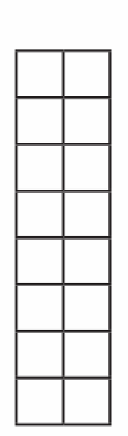
4. 

___ × ___ = ☐

___ × ___ = ☐

☐ + ☐ = ◯

5 × 10 = ______

5. 

___ × ___ = ☐

___ × ___ = ☐

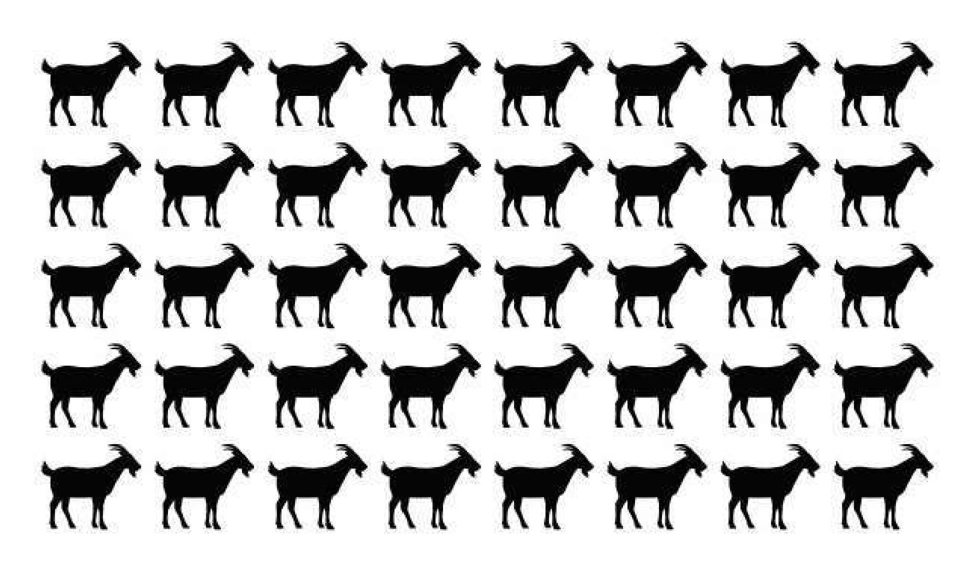
☐ + ☐ = ◯

8 × 2 = ______

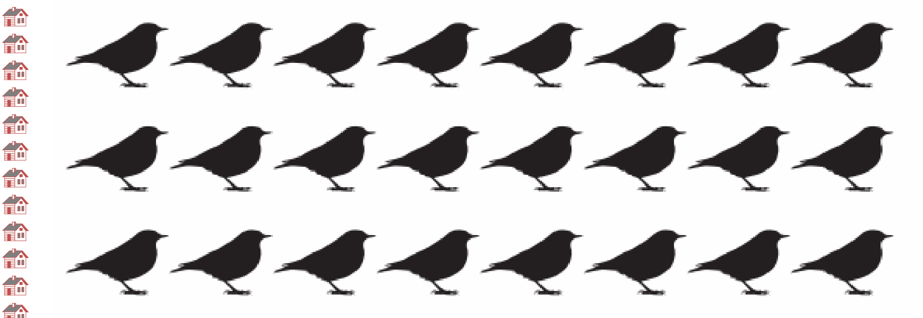
Directions: Break up the following arrays in as many different ways as possible. Use different colors to keep track of your different arrays. Then select the one that is most helpful to you as a mathematician and write the equations that match it in the box.

Equations:

Equations:



Equations:



Equations:

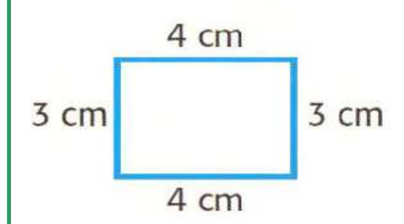
Equations:



Chapter Five

1 PERIMETER

The perimeter of a polygon is the sum of the side lengths.



Perimeter = 3 cm + 4 cm + 3 cm + 4 cm
= 14 cm

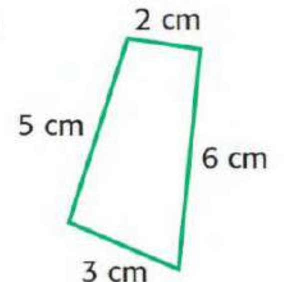


Find the perimeter of each figure:

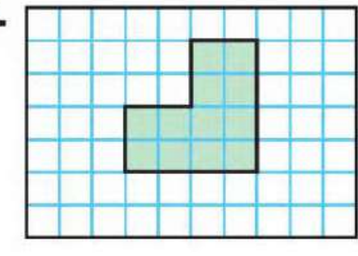
1. 3 cm

10 cm

2.



3.

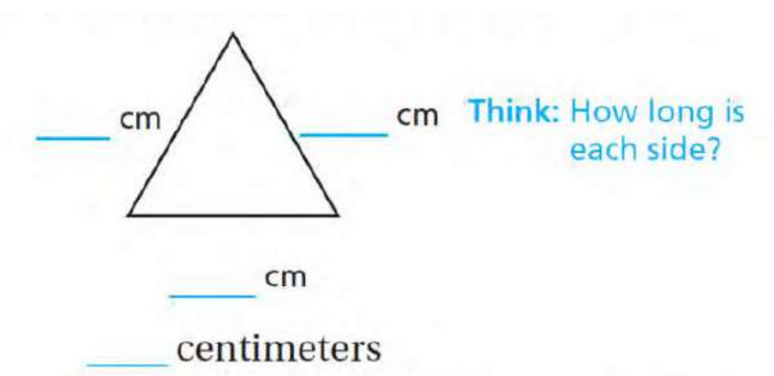


(1) ....

(2) ....

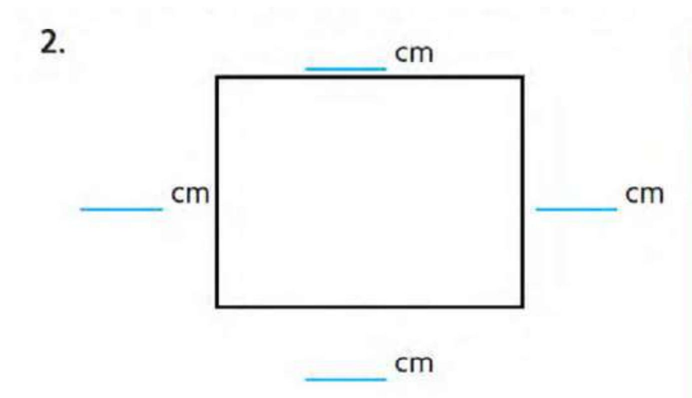
(3) ....

Using your ruler, find the perimeter of each figure:



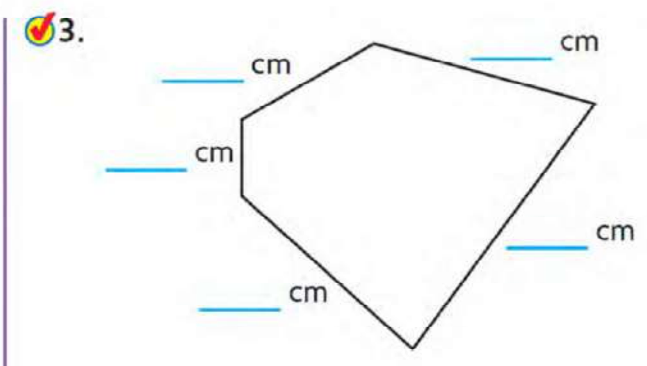
___ centimeters

2.



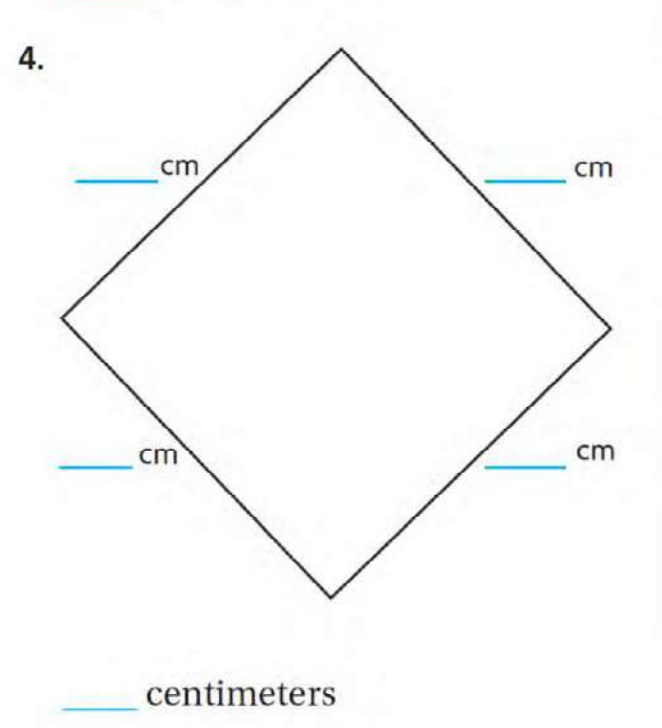
___ centimeters

3.



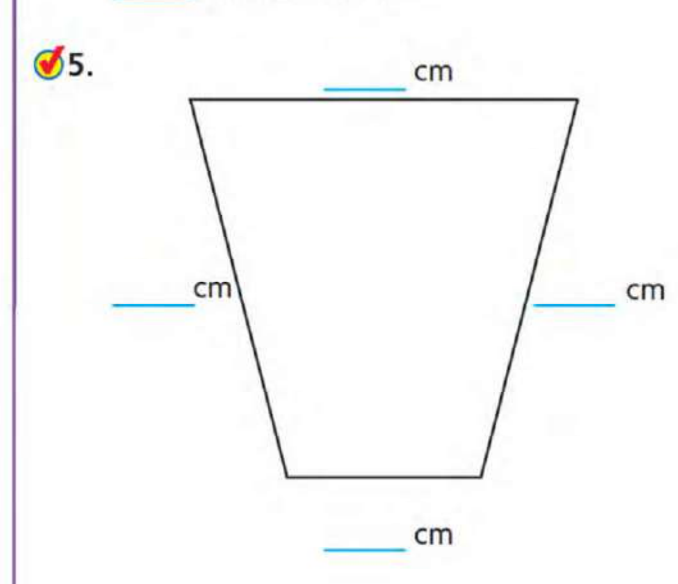
___ centimeters

4.



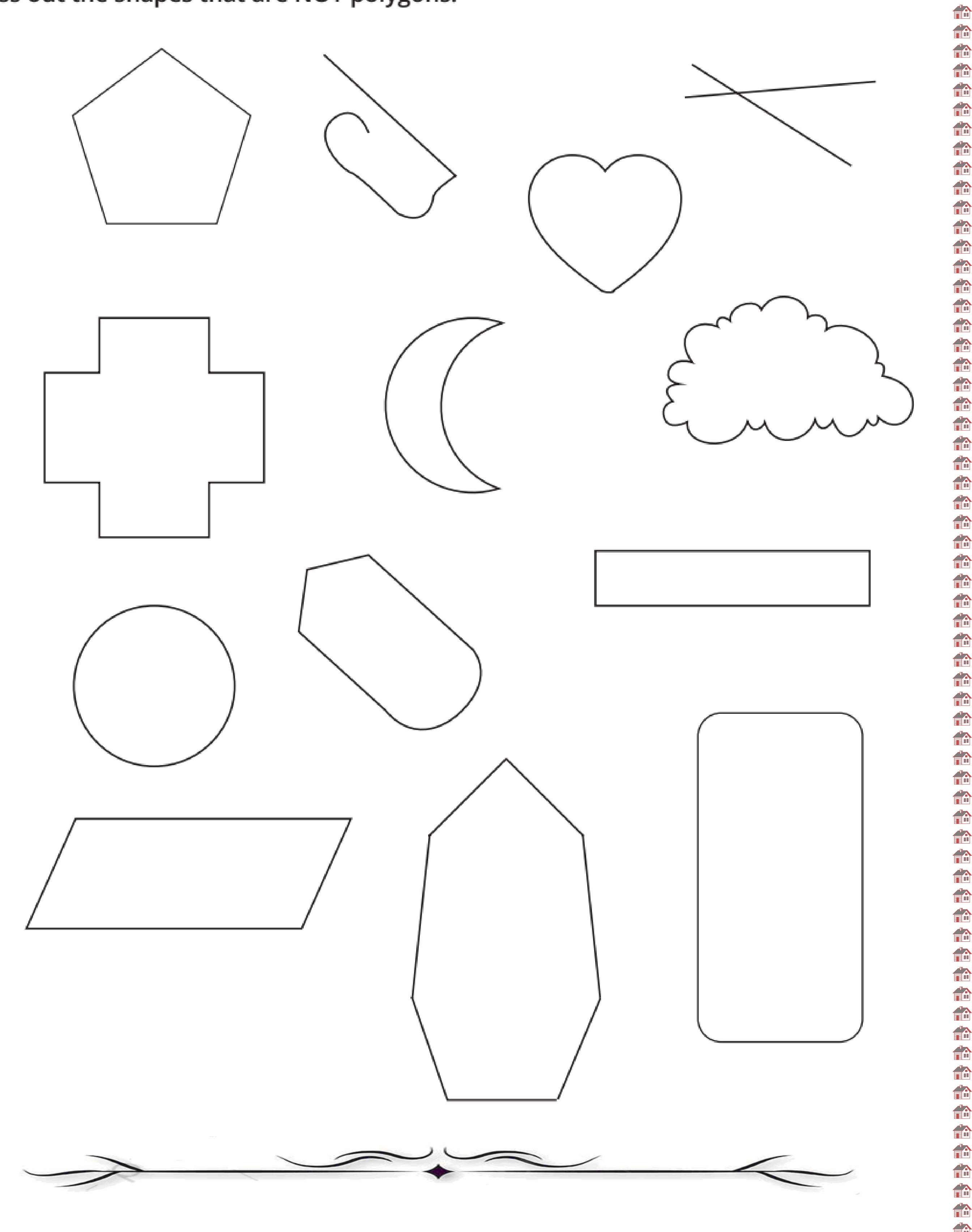
___ centimeters

5.



___ centimeters

Directions: Look at the shapes below. Circle the shapes that are polygons and cross out the shapes that are NOT polygons.



Directions: Work with your Shoulder Partner to solve the perimeter and area problems below. Your teacher will give you additional directions.

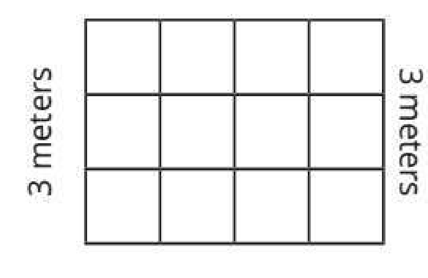
Goat Pen



Perimeter = ____________ meters   Area = ____________ square meters

Work Space





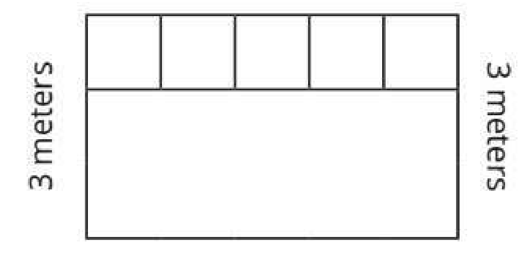
Chicken Pen



Perimeter = ____________ meters   Area = ____________ square meters

Work Space





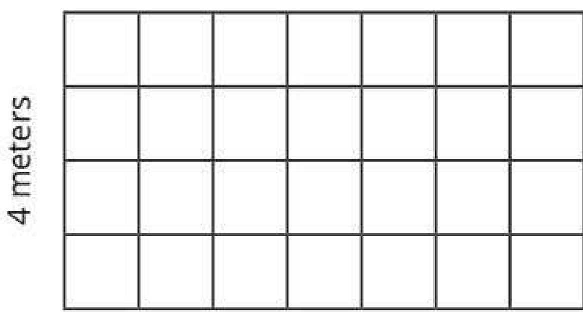
A New Goat Pen





7 meters

Work Space



4 meters

4 meters

7 meters

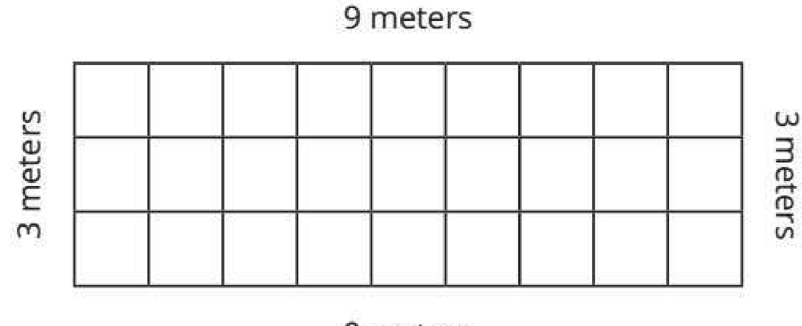
Perimeter = ____________ meters Area = ____________ square meters

Cattle Pen



Work Space

9 meters



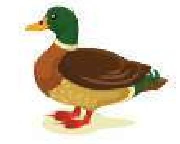
3 meters

3 meters

9 meters

Perimeter = ____________ meters Area = ____________ square meters

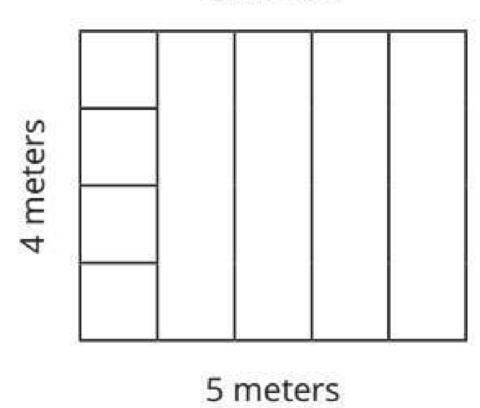
Duck Pen



5 meters



4 meters



5 meters

Perimeter = ____________ meters   Area = ____________ square meters

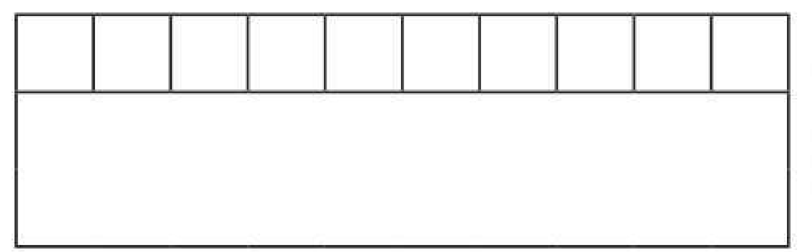
Sheep Pen



Work Space

10 meters

3 meters

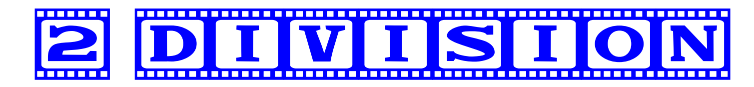


3 meters

10 meters

Perimeter = ____________ meters   Area = ____________ square meters





Directions: Use counters to solve the division problems below. For each problem, draw a picture to show your solution.

1. $36 \div 6 =$

2. $21 \div 3 =$

3. $48 \div 12 =$

Directions: Use counters to solve the division problems below. For each problem draw a picture to show your solution.

1. 27 ÷ 3 =

2. 44 ÷ 11 =

3. 36 ÷ 9 =



Part 1 Directions: Solve the story problems below. Include a drawing and an equation for each problem. Be sure to label your answers.

1. Shaimaa is sewing a border on a square baby blanket. The length of the blanket is 45 centimeters and the width is 45 centimeters. How long will the border be?

2. Farouk is building a patio out of tiles. He wants the length of the patio to be 7 tiles across and its width to be 6 tiles. How many tiles will he use in all to build the patio?

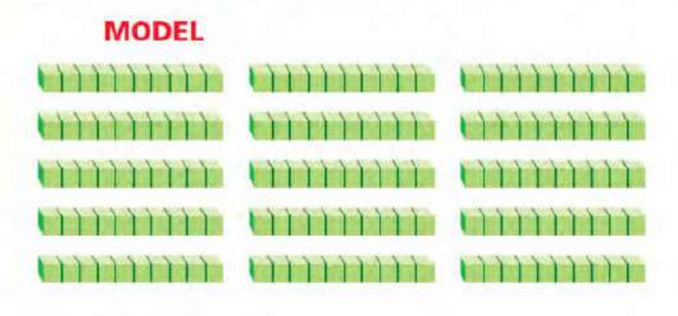
3. Omnia wants to put a wooden trim around her window. The window is 4 meters tall and 1 meter wide. How much wood does she need for the trim?

4. A farmer is building a fence around his garden. If the garden is 8 meters long and 3 meters wide, how much fencing does he need to buy?

5. A rug is 3 meters long and 2 meters wide. What is the area of the rug?

3 MULTIPLICTION STRTEGIES

MODEL



THINK

$5 \times 30 = 5 \times$ ______ tens

= ______ tens = ______

So, $5 \times 30 =$ ______.



Use the place value to find the product:

(1) $5 \times 70 = 5 \times$ ...... tens = ... tens = ...

(2) $4 \times 60 = 4 \times$ ...... tens = ... tens = ...

(3) $2 \times 80 = 2 \times$ ...... tens = ... tens = ...

(4) $5 \times 60 = 5 \times$ ...... tens = ... tens = ...

(5) $3 \times 40 = 3 \times$ ...... tens = ... tens = ...

(6) $3 \times 70 = 3 \times$ ...... tens = ... tens = ...

(7) $8 \times 40 = 8 \times$ ...... tens = ... tens = ...

(8) $6 \times 90 = 6 \times$ ...... tens = ... tens = ...

(9) $9 \times 10 = 9 \times$ ...... tens = ... tens = ...

(10) $8 \times 20 = 8 \times$ ...... tens = ... tens = ...

(11) $7 \times 40 = 7 \times$ ...... tens = ... tens = ...

(12) $3 \times 50 = 3 \times$ ...... tens = ... tens = ...

(13) $4 \times 40 = 4 \times$ ...... tens = ... tens = ...

(14) $2 \times 300 = 2 \times$ ...... hundreds = ... hundreds = ...

(15) $3 \times 400 = 3 \times$ ...... hundreds = ... hundreds = ...

Chapter Six

Directions: Solve the problems below. Split the multiples of 10 into 10 and the other factor. For example, 40 has the factors 10 and 4.

Example:

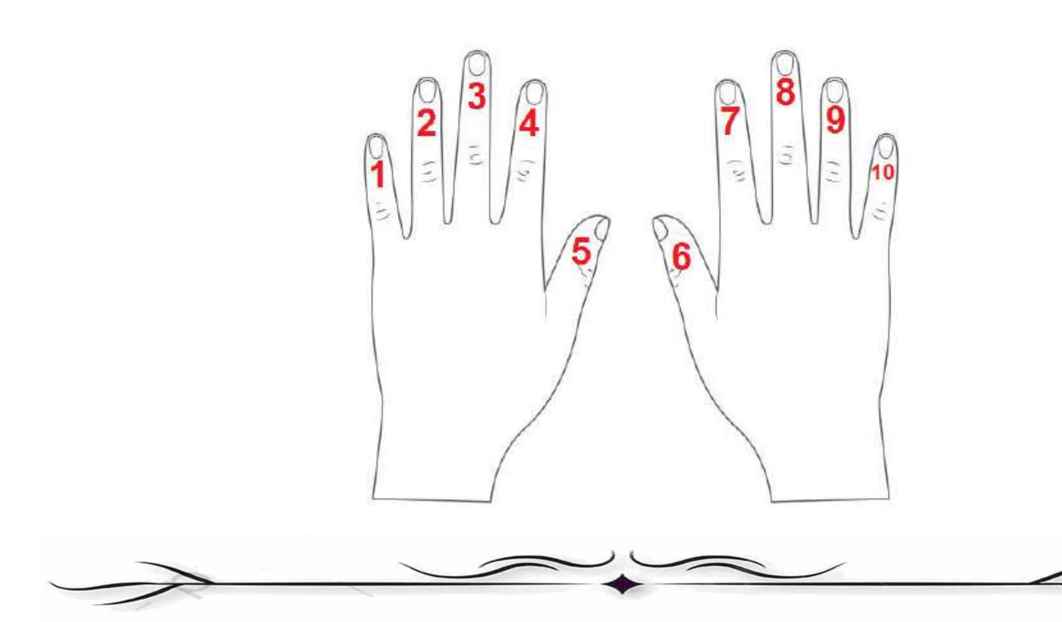
8 × 40

(8 × 4) × 10 = 320

3 × 90 (____ × ____) × 10 =	**4 × 80** (____ × ____) × 10 =
9 × 20 (____ × ____) × 10 =	**6 × 30** (____ × ____) × 10 =
8 × 50 (____ × ____) × 10 =	**7 × 30** (____ × ____) × 10 =
6 × 70 (____ × ____) × 10 =	**5 × 40** (____ × ____) × 10 =



MULTIPLY BY 9 STRATEGY



Directions: Shade in all the multiples of 9. Next to the chart, record what patterns you notice.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Describe the patterns you observe.



Directions: You can use what you know about multiplying by 10 to quickly multiply by 9. Look at the example below. Solve and discuss each problem with your group.

9 × 6

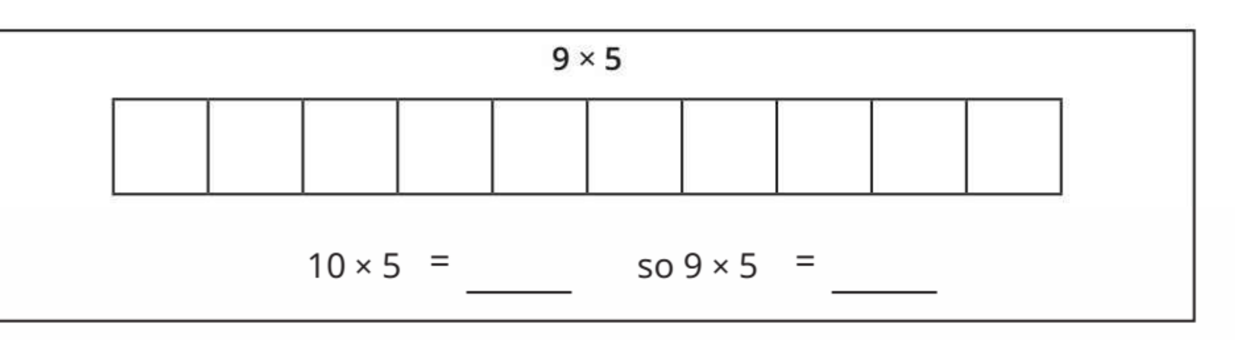
First draw a model of 10 × 6 and then cross out one group of 6. Now there are 9 groups of 6.

6	6	6	6	6	6	6	6	6	~~6~~

10 × 6 = 60

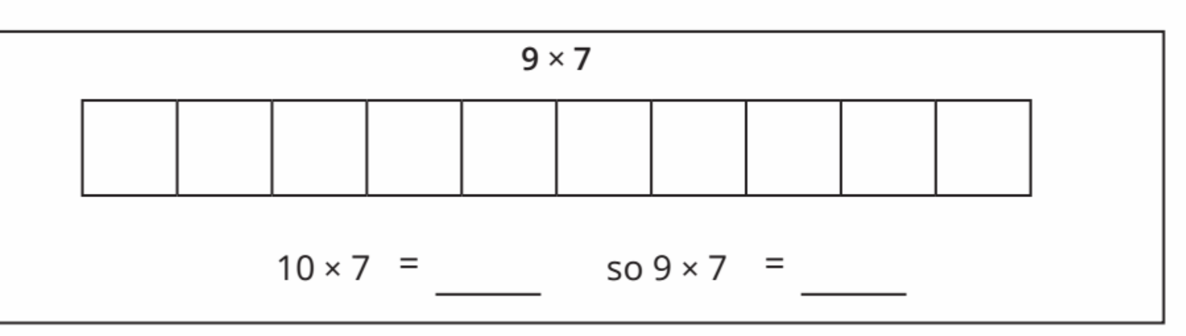
60 – 6 = ______ so 9 × 6 = ______

9 × 5



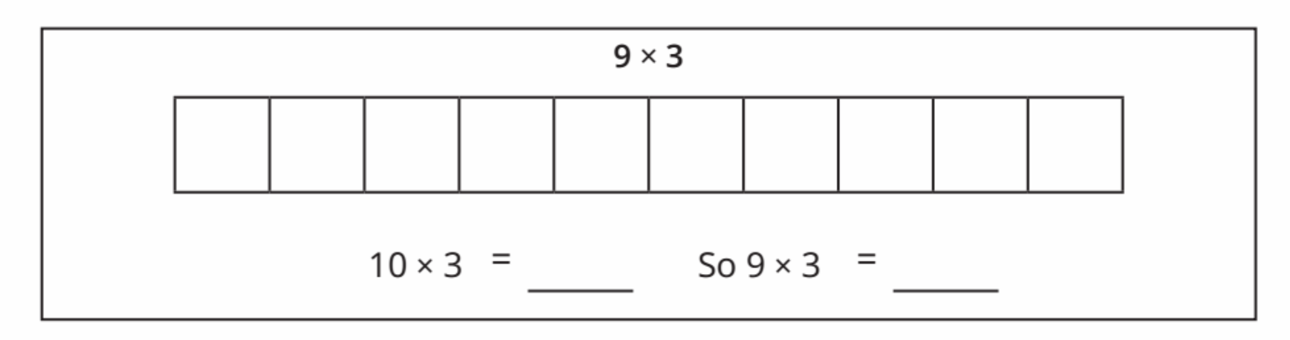
10 × 5 = ______ so 9 × 5 = ______

9 × 7



10 × 7 = ______ so 9 × 7 = ______

9 × 3



10 × 3 = ______ So 9 × 3 = ______

Directions: When your teacher gives the signal, solve as many problems as you can in 2 minutes. Use any strategy you learned in Lesson 52.

$9 \times 2 =$ ______	$4 \times 9 =$ ______	$9 \times 1 =$ ______
$9 \times 0 =$ ______	$9 \times 10 =$ ______	$9 \times 2 =$ ______
$3 \times 9 =$ ______	$9 \times 5 =$ ______	$9 \times 0 =$ ______
$9 \times 7 =$ ______	$9 \times 9 =$ ______	$8 \times 9 =$ ______
$1 \times 9 =$ ______	$9 \times 0 =$ ______	$6 \times 9 =$ ______
$9 \times 4 =$ ______	$9 \times 2 =$ ______	$9 \times 10 =$ ______
$9 \times 5 =$ ______	$9 \times 8 =$ ______	$2 \times 9 =$ ______
$9 \times 6 =$ ______	$1 \times 9 =$ ______	$9 \times 3 =$ ______
$9 \times 8 =$ ______	$9 \times 6 =$ ______	$4 \times 9 =$ ______
$10 \times 9 =$ ______	$9 \times 7 =$ ______	$9 \times 0 =$ ______



Gamila said that since 9 is the digit with the largest value, the number 999 is larger than 1000. Do you agree or disagree? Why?

$7 \times 2 =$ ______

$6 \times 0 =$ ______

$3 + 9 =$ ______

$1 \times 7 =$ ______

$1 + 9 =$ ______

$2 \times 4 =$ ______

$9 \times 6 =$ ______

$3 + 9 =$ ______

$10 \times 8 =$ ______

$3 + 9 =$ ______

$4 \times 8 =$ ______

$1 \times 1 =$ ______

$3 \times 3 =$ ______

$6 \times 1 =$ ______

$10 \times 0 =$ ______

$2 + 9 =$ ______

$5 \times 8 =$ ______

$8 + 9 =$ ______

$0 \times 8 =$ ______

$2 \times 5 =$ ______

$3 \times 9 =$ ______

$4 \times 3 =$ ______

$6 + 5 =$ ______

$9 + 9 =$ ______

$9 \times 9 =$ ______

$4 \times 2 =$ ______

$6 + 6 =$ ______

$3 + 3 =$ ______

$2 \times 10 =$ ______

$9 + 10 =$ ______

$2 \times 10 =$ ______

$6 + 1 =$ ______

$5 \times 10 =$ ______

$9 \times 6 =$ ______

$5 \times 10 =$ ______

$0 + 10 =$ ______

$2 \times 3 =$ ______

$9 + 6 =$ ______

$9 \times 10 =$ ______

$1 + 10 =$ ______

$10 + 1 =$ ______

$2 \times 3 =$ ______

$0 + 10 =$ ______

$8 \times 0 =$ ______

$6 + 5 =$ ______

$3 + 10 =$ ______

$2 \times 6 =$ ______

$7 + 3 =$ ______

$0 + 4 =$ ______

$6 \times 0 =$ ______

$0 + 4 =$ ______

$8 \times 8 =$ ______

$5 + 5 =$ ______

$9 \times 0 =$ ______

$6 + 2 =$ ______

$1 \times 2 =$ ______

$4 + 4 =$ ______

$6 \times 7 =$ ______

$10 + 4 =$ ______

$4 \times 2 =$ ______

Puzzle 1:

This number has 5 Thousands, 7 Hundreds, 6 Tens, and 4 Ones. What number is it?

____

Puzzle 2:

This number has 12 Hundreds, 15 Tens, and 6 ones. What number is it?

____

Puzzle 3:

Write the following number in standard form. Pay attention to the place value.

6,000 + 50,000 + 40 + 300 + 2 =

____

Puzzle 4:

Write the following number in expanded form.

3,509 = ____

Puzzle 5:

Radwa ordered the following numbers from smallest to largest. What did she do incorrectly?

5,021 5,201 5,102 5,210

Reorder the numbers correctly: __________ , __________ , __________ , __________

Puzzle 6:

Sara compared the numbers below. What is her error?

13,470 < 13,407

____

PROBLEM	WORK SPACE	SUM
97 + 184		
483 + 201		
823 + 262		
677 + 233		
865 + 337		

Data Table 1: The table below shows the number of students in each grade level in a large school in Cairo. Use this information to answer the questions below.

GRADE	NUMBER OF STUDENTS
P1	272
P2	356
P3	529
P4	487

Questions:

How many students are P1 and P4 all together?

How many students are in P3 and P4 all together?

Fareed says there are more students in P1 and P3 then there are in P2 and P4. Do you agree or disagree? Prove your answer.

Data Table 2: The following table shows the length of some of the world's longest rivers. Use the information to answer the questions below.

RIVER	APPROXIMATE LENGTH IN KILOMETERS*
Nile	About 6,650 km
Amazon	About 6,400 km
Mississippi	About 3,775 km
Euphrates	About 2,800 km

*Source: Encyclopedia Britannica

Questions:

If you laid the Mississippi and the Amazon out in one straight line, about how many kilometers would it cover?

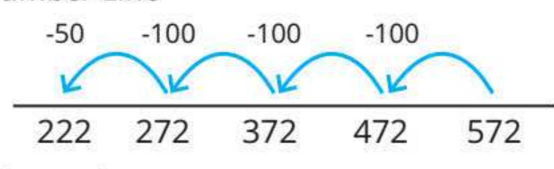
If you were to paddle the entire length of the Euphrates and the Nile, about how many kilometers would you paddle?

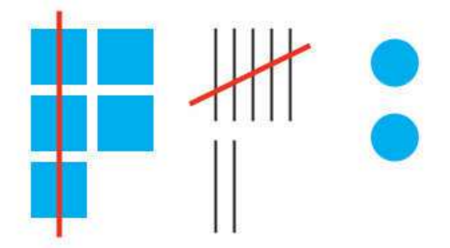
If you were to build a path along the entire length of the Mississippi and the Euphrates, about how long would the path be?

CHALLENGE: Use the world's rivers chart to determine about how many kilometers you would travel if you decided to raft the length of all four rivers.

Directions: Solve each subtraction problem using any strategy you choose. Then write an addition problem to check your answer. The first one is an example.

<table>
<tr><th>SUBTRACTION PROBLEM</th><th>ADDITION PROBLEM TO CHECK</th></tr>
<tr><td>Example:
572 – 350 = 222

Work:
Number Line


Place Value Picture
</td><td>Example:
222 + 350 = 572

200 + 300 = 500
22 + 50 = 72

500 + 72 = 572</td></tr>
<tr><td>1. 780 – 450 =
Work:</td><td></td></tr>
<tr><td>2. 925 – 610 =
Work:</td><td></td></tr>
</table>

SUBTRACTION PROBLEM	ADDITION PROBLEM TO CHECK
3. 2,550 – 1,225 = Work:	
4. 3,000 – 1,500 = Work:	
5. 5,548 – 3,315 = Work:	
6. 1,759 – 1,255 = Work:	

THE CAPACITY

Liters and Milliliters

We use the graduated cylinder to measure the liquids

Choose the better estimate for the capacity of each.

1. 

3 L or 30 mL

2. 

1 L or 5 L

3. 

14 L or 14 mL



Choose the unit you would use to measure the capacity of each. Write *mL* or *L*.

4. bathtub
5. a spoon
6. a container of milk



Choose the better estimate for the capacity of each.

7. 

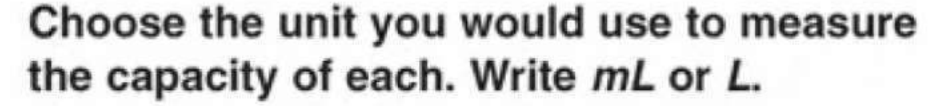
100 L or 100 mL

8. 

20 L or 2 L

9. 

200 mL or 200 L



Choose the unit you would use to measure the capacity of each. Write *mL* or *L*.

10. a pail
11. a soup can
12. a drinking glass
13. a pond
14. a small vase
15. a watering can

